Crosswalk Directions:									
		1997 M	LR to 2007 MLR						

- 1. Use a Y (yes), an N (no), or a P (partially) to indicate the extent to which the standard or performance indicator of the 1997 MLR can be found in the 2007 MLR. If you indicate that the standard or performance indicator is partially found, please explain in the cell of the spreadsheet. If you answer "no", please respond only to question 6, 8, and 9.
- 2. Use a Y (yes), an N (no), or a P (partially) to indicate the extent to which the concept/idea of the 1997 MLR standard or performance indicator can be found in the 2007 MLR. If you indicate that the idea/concept is partially found, please explain in the cell of the spreadsheet.
- 3. Use a Y (yes), an N (no), or a P (partially) to indicate the extent to which whether the wording of the 1997 MLR can be found in the 2007 MLR. If you indicate that the wording is partially found, please explain in the cell of the spreadsheet.
- 4. Indicate where the standard or performance indicator of the 1997 MLR can be found in the standards, performance indicators and/or appropriate descriptors of the 2007 MLR. For example, one might indicate A (standard A), A1 (standard A, performance indicator 1), A1a (standard A, performance indicator 1, descriptor a), A1a, b, and e (standard A, performance indicator 1, descriptors a, b, and e).
- 5. Indicate with a Y (yes) or an N (no) whether the performance indicator of the 1997 MLR is be found at the same grade span in the 2007 MLR. If "no", indicate the grade span or grade level where the performance indicator is found in the 2007 MLR. As an example, a performance indicator found in 5-8 in the 1997 should be considered to be at a different grade span if it is found at 6-8 in the 2007 MLR.
- 6. Indicate with a 1, 2, 3, 4, 5 or 6 the level of Bloom's Taxonomy that best represents the cognitive demand of the 1997 MLR. Where more than one level of cognitive demand is indicated please use more that one designation. Please use the attached copy of Bloom to guide your decision about the cognitive demand.
- 7. Indicate with a 1, 2, 3, 4, 5 or 6 the level of Bloom's Taxonomy that best represents the cognitive demand of the 2007 MLR. Where more than one level of cognitive demand is indicated please use more that one designation. Please use the attached copy of Bloom to guide your decision about the cognitive demand.

		CONT	INUITY				
English Language Arts CROSSWALK: 1997 MLR to 2007 MLR	Is it in the 2007 standards?	Is the CONCEPT/IDEA the same?	Is the WORDING the same?	WHERE is it found? (Standard, PI, Descriptor)	Is it at the same grade span or grade level?	taxonomy is the	At what level of Bloom's taxonomy is the COGNITIVE DEMAND in the 2007 MLR?
A. PROCESS OF READING							
Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read. Readers apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on prior experience, interactions with others, knowledge of word meaning and knowledge of other texts, word identification strategies, and understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).  ELEMENTARY GRADES Pre-K-2		Yes	Close,		Yes, Since the connection is at the content standard level, the expectations apply across the grade spans.	Levels 1-6	Levels 1-6

Decomptions and use remarking a particular plant (all particular plants). See the second of the seco								
Make and confirm predictions about what will be found in a task.  Was  Partial The 2007 document less goods like to goods  Partial The 2007 document less goods like to goods  Recognize and use intracting as an aid to drovelying fluency and intractions across  Partial The 2007 document less goods as to be considered and informational facts independently  Partial The 2007 document less goods as to be considered and informational facts independently  Partial The 2007 document less goods as to be considered and informational facts independently  Partial The 2007 document less goods as to be considered and informational facts independently  Partial The 2007 document less goods as to be considered and informational facts independently  Partial The 2007 document less goods as to be considered and informational facts independently  Partial The 2007 document less goods as to be considered and informational facts independently  Partial The 2007 document less goods as to be considered and informational facts independently  Partial The 2007 document less goods as to be considered and informational facts independently  Partial The 2007 document less goods as to be considered and informational facts independently  Partial The 2007 document less goods as to be considered and informational facts independently  Partial The 2007 document less goods as to be considered and informational facts independently  Partial The 2007 document less goods as to be considered and informational facts independently  Partial The 2007 document less goods as to be considered and informational facts independently  Partial The 2007 document less goods as to be considered and informational facts independently  Partial The 2007 document less goods as to be considered and informational facts independently  Partial The 2007 document less goods as to be considered and informational facts independently  Partial The 2007 document less goods as to be considered and informational facts independently  Partial The 2007 document less goods as to be considered a	Seek out and enjoy experiences with books and other print materials.	No					3-Application	
Make and confirm predictions about what will be found in a text.  Vex  Vex  Security Transport Confirm predictions about what will be found in a text.  Vex  Vex  Security Transport Confirm predictions about what will be found in a text.  Vex  Vex  Security Transport Confirm predictions about what will be found in a text.  Vex  Vex  Partial. The 2007 description for Confirm predictions about what what we predict to separate the confirmation of	2. Demonstrate an understanding that reading is a way to gain	N.						
Les de la contraction predictions about what will be found in a tot variegner van de viranger	information about the world.	NO					3-Application	
Figure out and recommendating a single of the control of the state of the control	3 Make and confirm predictions about what will be found in a text	Vos	Voc			Voc	2 Comprehend	Lovels 2.5
scriegorize and use rereading as an aid to developing fluency part of part of developing fluency part of developing fluency part of developing fluency part of part of developing fluency part of developing fluency part of part of developing fluency part of developi	3. Make and commit predictions about what will be found in a text.	res, one or the	165	about predictions with informational texts.	Spari A3u	162	2-Comprehend	Levels 2,5
Recognize and user remaining as an aid to developing fluency survivors design a graph of strategies including appropriate materials.  If game of understanding appropriate materials in the properties of the strategies and understanding appropriate materials.  If game of understanding appropriate materials in the properties of the strategies and understanding appropriate materials.  If game of understanding appropriate materials in the properties of the strategies and understanding appropriate materials.  If game of understanding appropriate materials are strategies and understanding appropriate materials.  If game of understanding appropriate materials are strategies and understanding appropriate materials.  If game of understanding appropriate materials are strategies and understanding appropriate materials.  If game of understanding appropriate materials are strategies and understanding appropriate materials.  If game of understanding appropriate materials are strategies and understanding appropriate materials.  If game of understanding appropriate materials are strategies and understanding appropriate materials.  If game of understanding appropriate materials are strategies and understanding appropriate materials.  If game of understanding appropriate materials are strategies and understanding appropriate materials.  If game of understanding appropriate materials are strategies and understanding appropriate materials are strategies and understanding appropriate materials.  If game of understanding appropriate materials are strategies and understanding appropriate materials.  If game of understanding appropriate materials are strategies and understanding appropriate materials.  If game of understanding appropriate materials are strategies and understanding appropriate materials.  If game of understanding appropriate materials are strategies and understanding appropriate materials.  If game of understanding appropriate materials are strategies and understanding appropriate materials.  If game of understanding a								
Recognize and use rereading as an aid to developing fluency and advectors and advector		readers use to						
Recognize when a text lay primarily intended to persuade.  Recognize when a text lay primarily intended to persuade.  Recognize when a text is primarily intended to persuade.  Recognize and				Partial, The 2007 document language is more broad				
Targe of the provided product of the provided product of the produ			V.				0.4	O A - Francis
In Egure out unknown words using a variety of strategies including and searching. Context clues, and knowledge of word structures and stree-round relationships.  Readings and searching but the least (seetleence structure, und mountaings), retroading, and other strategies as also in reveloping fluency and comprehension and give other responses after instering to resonations by the leacher or classmales.  Yes  Yes  Coos.  Coos.  Coos.  The correction is at the descriptor level under the content of the contraction is at the descriptor level under the content of the contraction is at the descriptor level under the content of the contraction is at the descriptor level under the content of the contraction is at level descriptor and the contraction is at level and the contraction is at level descriptor and the contraction is at level descriptor and the contraction is at level and the c	to understanding appropriate material.	res, One or the	Yes	specificity.	PK-2 A1a	Yes	3-Application	3-Application
Figure out usknown words using a variety of strategies including parties of strategies including parties of the control of strategies and use clases within the test (sentence structures and streets) varieties of the control of the streets) varieties of the control of the streets of the stre								
Figure out unknown words using a variety of strategies including predending, context, class, and knowledged of word structures. The words of words with the toxt (sentence structure, word meanings), researching, and other strategies as also in everying fluency and complete institution. When the toxt (sentence structure, word meanings), researching, and other strategies as also in everying fluency and comprehension.  Ask questions and give other responses after listening to researching of the structure of the structure of the structure of the structure of the structure. When the structure of the		readers use to						
and developed interference of transcriptions and use full developed interference and selections and special fluency and conspectations and special fluency and comprehension.  Ask questions and give other responses after listening to revoluping fluency and comprehension.  Ask questions and give other responses after listening to revoluping fluency and comprehension.  Ves. Ves. Close.  Close. Close. Close. Close. Close. Close. Close. Close. Close. Close. Close. Close. Close. Close. C	5. Figure out unknown words using a variety of strategies including	** *						
Recognize when a text is primarily intended to persuade.  Recognize when a text is primarily intended to persuade.  Recognize when a text is primarily intended to persuade.  Recognize when a text is primarily intended to persuade.  Recognize when a text is primarily intended to persuade.  Recognize when a text is primarily intended to persuade.  Recognize when a text is primarily intended to persuade.  Recognize when a text is primarily intended to persuade.  Recognize when a text is primarily intended to persuade.  Recognize when a text is primarily intended to persuade.  Recognize when a text is primarily intended to persuade.  Recognize when a text is primarily intended to persuade.  Recognize when a text is primarily intended to persuade.  Recognize when a text is primarily intended to persuade.  Recognize when a text is primarily intended to persuade.  Recognize when a text is primarily intended to persuade.  Recognize when a text is primarily intended to persuade.  Recognize when a text is primarily intended to persuade.  Recognize when a text is primarily intended to persuade.  Yes  Yes  The 2007 adds the specificity of pacing phrasing, and the propose and identifying the part of the author's purpose and identifying the part of the author's purpose and identifying the part of the author's purpose and identifying to pack the pack of the author's purpose and identifying the pack of	rereading, context clues, and knowledge of word structures and	and develop	.,					
vice meanings), rereading, and other strategies as aids in vest vest evenloging fleenory and comprehension.  Ask questions and give other responses after listening to resentations by the teacher or classmates.  Yes  Ves  Ves  The connection is at the descriptor level under the Listening and Speaking continut standard  ELEMENTARY GRADES 3-4  Determine the meaning of unknown words by using a dictionary, lossary, or other reference sources.  Adjust reading speed to suit purpose and difficulty of the naterial.  Recognize when a text is primarily intended to persuade.  Yes  Ves  Ves  Close  Clos	'	fluency.	Yes	Close,	2007, PK-2 A1a-d	Yes	Levels 2-5	Levels 2-5
Ask questions and give other responses after listering to resemblations by the teacher or classmales.  Yes  Yes  Yes  The connection is at the descriptor level under the 3c descriptors \$1 \text{ to descriptor level under the 3c descriptors } \$2 \text{ descriptor level under the 3c descriptors } \$1 \text{ levels 2.4}\$	word meanings), rereading, and other strategies as aids in							
Ask questions and give other responses after listening to veseritations by the teacher or classmates.  Ask questions and give other responses after listening to veseritations by the teacher or classmates.  Determine the meaning of unknown words by using a dictionary, lossary, or other reflecence sources.  Determine the meaning of unknown words by using a dictionary, lossary, or other reflecence sources.  Agilax reading speed to suit purpose and difficulty of the naterial.  No. The grade span configuration in the author's purpose and difficulty of the two is that the 2007 document is expecting the two is that the 2007 document is	developing fluency and comprehension.	Yes	Yes	Close,	2007 PK-2 A1a-d		Levels 2-5	Levels 2-5
resentations by the teacher or classmates.  Yes  Yes  Yes  Yes  Listening and Speaking content standard  E1a-b  Span.  Levels 2.4  Levels 2.4  Levels 2.4  Levels 2.4  Levels 2.3  Levels 2.4  Levels 2.5  Levels 2.5  Levels 2.4  Levels 2.5  Levels 2.4  Levels 2.5  Levels 3.5  Levels 2.5  Levels 3.5  Levels 2.5  Levels 3.5  Levels 3.5  Levels 3.5  Levels					2007 Grade Span			
ELEMENTARY GRADES 3-4  Determine the meaning of unknown words by using a dictionary, Yes Yes Ocse Arc Connection is at PK-2 descriptor Ale Determine the meaning of unknown words by using a dictionary, Yes Yes Ocse Arc Connection is at PK-2 descriptor Ale Determine the meaning of unknown words by using a dictionary, Yes Yes Ocse Arc Connection is at PK-2 descriptor Ale Determine the word of the material.  Adjust reading speed to suit purpose and difficulty of the naterial. No  Partial. The difference between the two is that the 2007 document is expecting the defification of the author's purpose and identifying goes deeper in comprehending.  Recognize when a text is primarily intended to persuade. Yes goes deeper in comprehending.  Select texts for enjoyment.  No  The 2007 adds the specificity of pacing, phrasing, intonation and expression.  The 2007 adds the specificity of pacing, phrasing, intonation and expression.  The 2007 adds the specificity of pacing, phrasing, intonation and expression.  The 2007 document has examples of before reading strategy.  Yes This is an example of a before reading strategy.  Yes Strategies in a Link.  No, The grade specificity of pacing, phrasing, and examples of before reading strategy.  No, The grade specificity of pacing phrasing, and examples of before reading strategy.  No, The grade specificity of pacing, phrasing, and examples of before reading strategy.  No, The grade specificity of pacing, phrasing, and examples of before reading strategy.  No, The grade specificity of pacing, phrasing, and examples of before reading strategy.  No, The grade specificity of pacing, phrasing, and examples of before reading strategy.  No, The grade specificity of pacing phrasing, and examples of before reading strategy.  No, The grade specificity of pacing phrasing, and phrasing and phrasing and phrasing phrasing.  No, The grade specificity of pacing phrasing, and phrasing and phrasing phrasing.  No, The grade specificity of pacing phrasing, and phrasing phrasing.  No, The grade specificity		Yes	Yes				Levels 2.4	Levels 2.4
Determine the meaning of unknown words by using a dictionary, ves Yes Ciose Ciose Atc Consection is at PK2 descriptor Atc Connection is at PK2 descriptor Atc Span PK2 descrip	procentations by the teacher of diagonates.	. 66		Ziotorining and Operating content oranical	2.05	opan.	2010.0 2, 1	201010 2,1
Determine the meaning of unknown words by using a dictionary, free Yes Yes Close A1c Cose A1c Acquist reading speed to suit purpose and difficulty of the naterial.  No Partial, The difference between the two is that the 2007 document lose and unknown words by using a dictionary, free Adjust reading speed to suit purpose and difficulty of the naterial.  No Partial, The difference between the two is that the 2007 document lose and unknown words unknown words by using a dictionary, free 2007 document lose and unknown words by using a dictionary, free 2007 document is expecting the dentification of the author's purpose and identifying a descriptor A4a-b  No. The grade span or ordiguration in the 2007 document is expecting the dentification of the author's purpose and identifying a descriptor A4a-b  The 2007 adds the specificity of pacing, phrasing, ordiguration in the 2007 document is 3-5 descriptor A4a-b  No. The grade span ordiguration in the 2007 document is 41c. Levels 1.4  Levels 1.4  Levels 1.4  Levels 1.4  Levels 1.5  Levels 1.6  L	ELEMENTARY GRADES 3-4							
Determine the meaning of unknown words by using a dictionary, lossary, or other reference sources.  Adjust reading speed to suit purpose and difficulty of the naterial.  No  Partial, The difference between the two is that the 2007 document in dentification of the author's purpose and dentifying goes deeper in comprehending.  Select texts for enjoyment.  No  Partial, The 2007 document is expecting the the waith of the author's purpose and dentifying goes deeper in comprehending.  The 2007 adds the specificity of pacing, phrasing, indiffuently.  Yes  Yes  Yes  Yes  Yes  Yes  Yes  The 2007 adds the specificity of pacing, phrasing, intonation and expression.  No, The grade span configuration in the 2007 document is 8.5 feather than 3-4. Levels 1.4  Levels 1.4  Levels 1.4  Levels 1.4  Levels 1.4  Levels 1.4  Levels 1.5  Levels					2007 Grade Span			
Adjust reading speed to suit purpose and difficulty of the naterial.  No  Partial, The difference between the two is that the 2007 document is expecting the the two is that the 2007 document is expecting the the two is that the 2007 document is expecting the the wain idea and supporting details.  Recognize when a text is primarily intended to persuade.  No  No  Partial, The difference between the two is that the 2007 document is expecting the identification of the author's purpose and identifying goes deeper in comprehending.  No, The grade span configuration in the 2007 deciment is 3-5 descriptor A4a-b  No, The grade span configuration in the 2007 document is 3-5 descriptor A4a-b  No, The grade span configuration in the 2007 document is 3-5 descriptor A4a-b  No, The grade span configuration in the 2007 document is 3-5 descriptor A4a-b  No, The grade span configuration in the 2007 document is 3-5 descriptor A4a-b  No, The grade span configuration in the 2007 document is 3-5 descriptors A1a.  No, The grade span configuration in the 2007 document is 3-5 descriptors A1a.  No, The grade span configuration in the 2007 document is 3-5 descriptors A1a.  No, The grade span configuration in the 2007 document is 3-5 descriptors A1a.  No, The grade span configuration in the 2007 document is 3-5 descriptors A1a.  No, The grade span configuration in the 2007 document is 3-5 descriptors A1a.  No, The grade span configuration in the 2007 document is 8-8 and the 2007 document is 8-8	1. Determine the meaning of unknown words by using a dictionary,		.,		PK-2 descriptor	a lower grade		
naterial. No Partial, The difference between the two is that the 2007 document is expecting the the two is that the 2007 document goes deeper in comprehending. Select texts for enjoyment.  No No  No  No  No  No  No  No  No  No		Yes	Yes	Close	A1c	span.	Levels 2,3	Levels 2,3
Partial, The difference between the two is that the 2007 document is expecting the two is that the 2007 document is expecting the two is that the 2007 document is expecting the identification of the author's purpose and identifying descriptor Ada-b descriptor A	material.	No					3-Application	
Partial. The difference between the two is that the 2007 document is expecting the two is that the 2007 document is expecting the identification of the author's purpose and identifying identification of the author's purpose and identifying the main idea and supporting details.  Select texts for enjoyment.  No  No  The 2007 adds the specificity of pacing, phrasing, intonation and expression.  Partial, The 2007 document is expecting the identification of the author's purpose and identifying descriptor A4a-b  Application  No, The grade span configuration in the 2007  Application  No, The grade span configuration in the 2007  Application  No, The grade span configuration in the 2007  Application  No, The grade span configuration in the 2007  Application  No, The grade span configuration in the 2007  Application  No, The grade span configuration in the 2007  Application  No, The grade span configuration in the 2007  Application  No, The grade span configuration in the 2007  Application  The 2007 document has examples of before reading strategies in a Link.  No, The grade span descriptors A1a, descriptors A1a, A3a  No, The grade span application in the 2007  Application  No, The grade span application in the 2007  Application  The 2007 document has examples of before reading strategies in a Link.  No, The grade span application in the 2007  Application in the 2007  Application in the 2007  Application  No, The grade span application in the 2007  Applica						No, The grade		
Partial, The 4007 document is expecting the two is that the 2007 document is expecting the two is that the 2007 document is 3-5 and excriptor A4a-b  1. Recognize when a text is primarily intended to persuade.  2. Select texts for enjoyment.  No  No  No  The 2007 adds the specificity of pacing, phrasing, and fluently.  Yes  Yes  Yes  Yes  Yes  The 2007 document is sexpecting the two is that the 2007 document is 3-5 and excriptor A4a-b  No.  No, The grade span configuration in the 2007 document is 3-5 and excriptor A4a-b  No, The grade span configuration in the 2007 document is 3-5 and excriptors A1e  The 2007 adds the specificity of pacing, phrasing, intonation and expression.  No, The grade span configuration in the 2007 document is 3-5 and excriptors A1e  No, The grade span configuration in the 2007 document is 3-5 and excriptors A1e  No, The grade span configuration in the 2007 document is 3-5 and excriptors A1e  The 2007 document has examples of before reading strategy.  Yes  The 2007 document has examples of before reading strategies in a Link.  No, The grade span configuration in the 2007 document is 6-8 and excriptors A1e  No, The grade span configuration in the 2007 document is 6-8 and excriptors A1e.  No, The grade span document is 6-8 and excriptors A1e.  No, The grade span document is 6-8 and excriptors A1e.  No, The grade span document is 6-8 and excriptors A1e.  No, The grade span document is 6-8 and excriptors A1e.  No, The grade span document is 6-8 and excriptors A1e.  No, The grade span document is 6-8 and excriptors A1e.  No, The grade span document is 6-8 and excriptors A1e.  No, The grade span document is 6-8 and excriptors A1e.  No, The grade span document is 6-8 and excriptors A1e.  No, The grade span document is 6-8 and excriptors A1e.  No, The grade span document is 6-8 and excriptors A1e.  No, The grade span document is 6-8 and excriptors A1e.  No, The grade span document is 6-8 and excriptors A1e.  No, The grade span document is 6-8 and excriptors A1e.  No, The grade span document is 6-						span		
As Recognize when a text is primarily intended to persuade.  No  No  No  The 2007 adds the specificity of pacing, phrasing, intonation and expression.  The 2007 document has examples of before reading strategy.  The 2007 document has examples of before reading span  configuration in the 2007  Roy, The grade span  configuration in the 2007  As Application  No, The grade span  configuration in the 2007  rather than 3-4. Levels 1,4  Levels 1,5  Levels 1,5  Levels 1,5  Levels 1,5  Levels 1,5  Levels 1,5  Leve			Partial, The difference between	Partial, The 2007 document is expecting the				
Select texts for enjoyment.  No  The 2007 adds the specificity of pacing, phrasing, intonation and expression.  The 2007 adds the specificity of pacing, phrasing, intonation and expression.  AIDDLE GRADES 5-8  The 2007 document has examples of before reading strategy.  The 2007 document has examples of before reading strategy.  The 2007 document has examples of before reading strategies in a Link.  No, The grade span configuration in the 2007 document is 3-5 reader than 3-4. Levels 1-5  Levels 1-5  Levels 1-5  Levels 1-5  Levels 1-5  No, The grade span configuration in the 2007 document is 6-8 reading strategy.  No, The grade span configuration in the 2007 document is 6-8 reading strategy.  No, The grade span configuration in the 2007 document is 6-8 reading strategy.  No, The grade span configuration in the 2007 document is 6-8 reading strategy.  No, The grade span configuration in the 2007 document is 6-8 reading span configuratio	3. Paccanize when a taxt is primarily intended to persuade	Vec					Levels 1.4	Levels 1.4
5. Read a variety of narrative and informational texts independently and fluently.  Yes  Yes  Yes  The 2007 adds the specificity of pacing, phrasing, intonation and expression.  The 2007 facts 3,4,5 descriptors A1e  AlDDLE GRADES 5-8  Yes, This is an example of a before reading strategy.  Yes  The 2007 document has examples of before reading strategies in a Link.  No, The grade span configuration in the 2007 document is 6-8 rather than 3-4. Levels 1-5  Levels 1-5  Levels 1-5  Levels 1-5  No, The grade span configuration in the 2007 document is 6-8 rather than 3-4. Levels 1-5  No, The grade span configuration in the 2007 document is 6-8 rather than 3-4. Levels 1-5  No, The grade span configuration in the 2007 document is 6-8 rather than 3-4. Levels 1-5  No, The grade span configuration in the 2007 document is 6-8 rather than 3-4. Levels 1-5  No, The grade span configuration in the 2007 document is 6-8 rather than 3-4. Levels 1-6  No, The grade span configuration in the 2007 document is 6-8 rather than 3-4. Levels 1-6  No, The grade span configuration in the 2007 document is 6-8 rather than 3-4. Levels 1-6  No, The grade span configuration in the 2007 document is 6-8 rather than 3-4. Levels 1-5  No, The grade span configuration in the 2007 document is 6-8 rather than 3-4. Levels 1-5  No, The grade span configuration in the 2007 document is 6-8 rather than 3-4. Levels 1-5  No, The grade span configuration in the 2007 document is 6-8 rather than 3-4. Levels 1-5  No, The grade span configuration in the 2007 document is 6-8 rather than 3-4. Levels 1-5  No, The grade span configuration in the 2007 document is 6-8 rather than 3-4. Levels 1-5  No, The grade span configuration in the 2007 document is 6-8 rather than 3-4. Levels 1-5  No, The grade span configuration in the 2007 document is 6-8 rather than 3-4. Levels 1-5  No, The grade span configuration in the 2007 document is 6-8 rather than 3-4. Levels 1-5			goes deeper in comprehending.	the main idea and supporting details.	descriptor A4a-b	Tauter triair 5-4.		Levels 1,4
Seed a variety of narrative and informational texts independently Yes Yes intonation and expression.  The 2007 adds the specificity of pacing, phrasing, intonation and expression.  The 2007 decument is 3-5 rather than 3-4. Levels 1-5 Levels 1-5  Levels 1-5  Levels 1-5  Levels 1-5  Levels 1-5  Levels 1-5  Formulate questions to be answered while reading.  The 2007 document has examples of before reading strategies in a Link.  The 2007 document has examples of before reading strategies in a Link.  No, The grade span configuration in the 2007 document is 6-8 rather than 5-8. Levels 4,5  Levels 1-5  Levels 1-5  Levels 1-5  Levels 1-5  No, The grade span configuration in the 2007 document is 6-8 rather than 5-8. Levels 4,5  Levels 1-6  No, The grade span configuration in the 2007 document is 6-8 rather than 5-8. Levels 4,5  Levels 1-6	.,					No. The grade	- түрмэмэм	
The 2007 adds the specificity of pacing, phrasing, intonation and expression.  The 2007 adds the specificity of pacing, phrasing, intonation and expression.  The 2007 adds the specificity of pacing, phrasing, intonation and expression.  The 2007 dadds the specificity of pacing, phrasing, intonation and expression.  The 2007 dadds the specificity of pacing, phrasing, intonation and expression.  The 2007 dadds the specificity of pacing, phrasing, intonation and expression.  The 2007 dadds the specificity of pacing, phrasing, intonation and expression.  The 2007 dadds the specificity of pacing, phrasing, intonation and expression.  The 2007 dadds the specificity of pacing, phrasing, intonation and expression.  The 2007 dadds the specificity of pacing, phrasing, intonation and expression.  The 2007 dadds the specificity of pacing, phrasing, intonation and expression.  The 2007 dadds the specificity of pacing, phrasing, intonation and expression.  The 2007 dadds the specificity of pacing, phrasing, intonation and expression.  The 2007 dadds the specificity of pacing, phrasing, intonation and expression.  The 2007 dadds the specificity of pacing, phrasing, intonation and expression.  The 2007 dadds the specificity of pacing, phrasing, intonation and expression.  The 2007 dadds the specificity of pacing, phrasing, intonation and expression.  The 2007 dadds the specificity of pacing, phrasing, intonation and expression.  The 2007 dadds the specificity of pacing, phrasing, intonation and expression.  The 2007 dadds the specificity of pacing, phrasing, intonation and expression.  The 2007 dadds the specificity of pacing, phrasing, intonation and expression.  The 2007 dadds the specificity of pacing, phrasing, intonation and expression.  The 2007 dadds the specific tyles and the 2007 dadds the 2007 da						span		
The 2007 adds the specificity of pacing, phrasing, intonation and expression.  The 2007 adds the specificity of pacing, phrasing, intonation and expression.  The 2007 adds the specificity of pacing, phrasing, intonation and expression.  The 2007 descriptors A1e  Ves S 1-5  Levels 1-5  No, The grade span configuration in the 2007 document is a span configuration in the 2007 document is 6-8 rather than 3-4.  No, The grade span configuration in the 2007 document is 6-8 rather than 5-8.  Levels 1-5  Levels 1-6								
Yes, This is an example of a before reading strategy.  Yes a strategies in a Link.  No, The grade span configuration in the 2007 descriptors A1a, A3a and a rather than 5-8. Levels 4,5 Levels 1-6  No, The grade span configuration in the 2007 descriptors A1a, A3a and a rather than 5-8. Levels 4,5 Levels 1-6	5. Read a variety of narrative and informational texts independently					document is 3-5		
Yes, This is an example of a before reading strategy.  Yes, This is an example of a before reading strategy.  The 2007 document has examples of before reading strategies in a Link.  No, The grade span configuration in the 2007 document is 6-8 rather than 5-8. Levels 4,5  Levels 1-6  No, The grade span configuration in the 2007 document is 6-8 rather than 5-8. Levels 4,5  No, The grade span configuration in the 2007 document is 6-8 rather than 5-8. Levels 4,5  No, The grade span configuration in the 2007 document is 6-8 rather than 5-8. Levels 4,5  No, The grade span configuration in the 2007 document is 6-8 rather than 5-8. Levels 4,5  No, The grade span configuration in the 2007 document is 6-8 rather than 5-8. Levels 4,5  No, The grade span configuration in the 2007 document is 6-8 rather than 5-8. Levels 4,5  No, The grade span configuration in the 2007 document is 6-8 rather than 5-8. Levels 4,5  No, The grade span configuration in the 2007 document is 6-8 rather than 5-8. Levels 4,5  No, The grade span configuration in the 2007 document is 6-8 rather than 5-8. Levels 4,5  No, The grade span configuration in the 2007 document is 6-8 rather than 5-8. Levels 4,5  No, The grade span configuration in the 2007 document is 6-8 rather than 5-8. Levels 4,5  No, The grade span configuration in the 2007 document is 6-8 rather than 5-8. Levels 4,5  No, The grade span configuration in the 2007 document is 6-8 rather than 5-8. Levels 4,5  No, The grade span configuration in the 2007 document is 6-8 rather than 5-8. Levels 4,5  No, The grade span configuration in the 2007 document is 6-8 rather than 5-8. Levels 4,5  No, The grade span configuration in the 2007 document is 6-8 rather than 5-8. Levels 4,5  No, The grade span configuration in the 2007 document is 6-8 rather than 5-8. Levels 4,5  No, The grade span configuration in the 2007 document is 6-8 rather than 5-8. Levels 4,5  No, The grade span configuration in the 2007 document is 6-8 rather than 5-8. Levels 4,5  No, The grade span configuration in the 2007 documen	and fluently.	Yes	Yes	Intonation and expression.	descriptors A1e	rather than 3-4.	Levels 1-5	Levels 1-5
Yes, This is an example of a before reading strategy.  Yes, This is an example of a before reading strategy.  The 2007 document has examples of before reading strategies in a Link.  No, The grade span configuration in the 2007 document is 6-8 rather than 5-8. Levels 4,5  Levels 1-6  No, The grade span configuration in the 2007 document is 6-8 rather than 5-8. Levels 4,5  No, The grade span configuration in the 2007 document is 6-8 rather than 5-8. Levels 4,5  No, The grade span configuration in the 2007 document is 6-8 rather than 5-8. Levels 4,5  No, The grade span configuration in the 2007 document is 6-8 rather than 5-8. Levels 4,5  No, The grade span configuration in the 2007 document is 6-8 rather than 5-8. Levels 4,5  No, The grade span configuration in the 2007 document is 6-8 rather than 5-8. Levels 4,5  No, The grade span configuration in the 2007 document is 6-8 rather than 5-8. Levels 4,5  No, The grade span configuration in the 2007 document is 6-8 rather than 5-8. Levels 4,5  No, The grade span configuration in the 2007 document is 6-8 rather than 5-8. Levels 4,5  No, The grade span configuration in the 2007 document is 6-8 rather than 5-8. Levels 4,5  No, The grade span configuration in the 2007 document is 6-8 rather than 5-8. Levels 4,5  No, The grade span configuration in the 2007 document is 6-8 rather than 5-8. Levels 4,5  No, The grade span configuration in the 2007 document is 6-8 rather than 5-8. Levels 4,5  No, The grade span configuration in the 2007 document is 6-8 rather than 5-8. Levels 4,5  No, The grade span configuration in the 2007 document is 6-8 rather than 5-8. Levels 4,5  No, The grade span configuration in the 2007 document is 6-8 rather than 5-8. Levels 4,5  No, The grade span configuration in the 2007 document is 6-8 rather than 5-8. Levels 4,5  No, The grade span configuration in the 2007 document is 6-8 rather than 5-8. Levels 4,5  No, The grade span configuration in the 2007 document is 6-8 rather than 5-8. Levels 4,5  No, The grade span configuration in the 2007 documen	MIDDLE GRADES 5-8							
Yes, This is an example of a before reading strategy.  Formulate questions to be answered while reading.  Yes, This is an example of a before reading strategy.  Yes, This is an example of a before reading strategy.  The 2007 document has examples of before reading strategies in a Link.  The 2007 document has examples of before reading descriptors A1a, A3a  No, The grade span						No. The grade		
example of a before reading strategy.  The 2007 document has examples of before reading strategies in a Link.  The 2007 document has examples of before reading strategies in a Link.  2007 Grades 6,7,8 the 2007 document is 6-8 rather than 5-8. Levels 4,5 Levels 1-6  Levels 1-6						span		
before reading strategy. Yes The 2007 document has examples of before reading descriptors A1a, A3a document is 6-8 rather than 5-8. Levels 4,5 Levels 1-6					2007 Grades 6 7 8			
No, The grade span		before reading			descriptors A1a,	document is 6-8		
span span span span span span span span	Formulate questions to be answered while reading.	strategy.	Yes	strategies in a Link.	АЗа		Levels 4,5	Levels 1-6
						configuration in		
a during and a during and a during and a during and a feer reading, after reading afte	Reflect on what has been discovered and learned while reading,			The 2007 document has examples of during and after				
	and formulate additional questions.		Yes					Levels 1-6

<b></b>					T	T	
	Partial, The 2007 document focus						
	more on the affect specific devices have on the reader's				No, The grade span		
	response or on	Partial, The 2007 document keeps the focus more on the impact on comprehending rather than	Partial, The language in the 2007 document directs the focus to the relationship between the specific devices or techniques and the impact on	2007 Grades 6,7,8 PI s A2, A3, and	configuration in		
3. Identify specific devices an author uses to involve readers.	in the text.	engagement.	comprehending.	A4	rather than 5-8.	Levels 1,4	Levels 1,4,6
					No, The grade		
					span configuration in		
4. Use specific strategies (e.g., rereading, consultation) to clear up	Yes, An example of a during		The 2007 document provides specificity of during	2007 Grades 6,7,8	the 2007 document is 6-8		
confusing parts of a text.	reading strategy	Yes	reading strategies in a Link.	descriptor A1a	rather than 5-8.	Levels 2,3	Levels 1-6
	Partial, innerent when						
	comprehending texts but not						
		Yes, the ultimate goal of reading					
5. Understand stories and expository texts from the perspective of the social and cultural context in which they were created.	the 2007 document.	is to use everything available to faciltate deep comprehension.	No language in the 2007 document that explicity states these contexts.			2-Comprehend	
the social and cultural context in which they were dicated.	document.	raditate deep comprehension.	States triese cornexts.	Daint of Minus	No. The sunds	2 comprehens	
				Point of View, Position,	No, The grade span		
			Destinal The 2007 described	Perspective:Grade			
6. Identify accurately both the author's purpose and the author's			Partial, The 2007 document separates author's purpose and author's point of view and places the	6 A3c and A4d Purpose: Grade 3	the 2007 document is 6-8		
point of view.	Yes	Yes	expectation in different grades and descriptors.	A4a Grades 3,4,5 PI	rather than 5-8.	4-Analysis	4-Analysis
7. Summarize whole texts by selecting and summarizing important			Partial, The expectation is found in a number of	A3; Grade 6			
and representative passages.	Yes	Yes	grades and for a number of different purposes.	descriptor A4d	No	2-Comprehend	2-Comprehend
					No, The grade		
	Yes, The 1997 PI is broad enough				span configuration in		
8. Read for a wide variety of purposes (e.g., to gain knowledge, to	to encompass			Grades 6,7,8 Pls	the 2007		
aid in making decisions, to receive instructions, to follow an argument, to enjoy).	the 2007 Pls and their descriptors.	Yes	The 2007 PIs and their descriptors provide greater specificity about purpose and parameters.	and descriptors A2 a-f, A3 a-e, A4 a-d		Levels 2-6	Levels 2-6
	This is more a						
	medium for						
Explain orally and defend opinions formed while reading and	assessment than a standard, PI, or						
viewing.	descriptor.					3-Application	
					No, The grade		
	Partial, The 2007				span		
	document expectation is		Partial, The 2007 document has no language		configuration in the 2007		
10. Adjust viewing and listening strategies in order to comprehend materials viewed and heard.	centered on	V	articulating adjusting viewing strategies to improve comprension.	2007 Grade Span 6-8 PI E1	document is 6-8	2 4	0 Anniinntinn
inaterials viewed and neard.	listening.	Yes	comprension.	0-0 PI E I		3-Application	3-Application
	Partial, The				No, The grade span		
	expectation		Partial, While evaluation is not stated in the language		configuration in		
11. Generate and evaluate the notes they have taken from course-	appears in a 2007 research	Partial, The purpose of the 1997	of the 2007 descriptor, a subsequent step of organizing the information contained in the notes will	2007 Grade Span	the 2007 document is 6-8		
related reading, listening, and viewing.		PI is unclear.	require analysis, synthesis, and evaluation.	6-8 PI C1c.	rather than 5-8.	Levels 5,6	Levels 4-6
050000000000000000000000000000000000000							
SECONDARY GRADES							
Demonstrate an understanding that reading is a gradual process     construction manning and so is in initial understanding.						0.0	
of constructing meaning and revising initial understandings.  2. Demonstrate an understanding that a single text will elicit a wide	No					2-Comprehend	
variety of responses, each of which may be the point of view of the							
individual reader or listener.	No			1		2-Comprehend	

			T				
Identify the author's purpose and analyze the effects of that purpose on the text.	Partial, While specifically stated in a 2007 descriptor at a lower grade span, the author's purpose is subsumed in the mode of the PI and its descriptors at the higher grade spans.	Partial, Author's purpose will drive decisions regarding which mode of writing to use, which text structures, and which rhetorical devices to use to ahieve the desired affect.	The 2007 descriptor does not expect an analysis of the effect of the purpose on the text.	2007 Grade 3 descriptor A4a	No, It is at a lower grade span. The 2007 9-D PI and its descriptors are more focused on analyzing the argument and the affect figurative language and rhetorical devices have on the argument.	4-Analysis	Levels 2,4
Identify the author's point of view and analyze the effects of that point of view on the text.	of view or perspective is	Partial, Grade 6 descriptor A3c approaches analysis of the effect of the point of view by requiring students to trace the development of the point of view and the grade 8 descriptor requires analysis for bias.	Partial, The language of the identified 2007 reading descriptors vary along a continuum of requiring analysis of the effect of the author's point of view on the text.	2007 Grade 6 descriptor A4b,d and A3c Grade 8 descriptor A4b	No, It is at a lower grade span. The 2007 9-D Pl and its descriptors are more focused on analyzing the argument and the effect the use of figurative language and rhetorical devices have on the argument.	4-Analysis	Levels 2,4
Identify the devices an author uses to persuade readers and critique the effectiveness of the use of those devices.	Yes	Yes, Students are asked to note how the text structures and rhetorical devices affect the information and arguments presented.	The 2007 PI asks student to also evaluate how the text structures affect the information and arguments presented in texts.	Grade span 9-D descriptors A4b,c	No, In the 2007 document, the grade span configuration is 9-D rather than 9-12.	Levels 4,6	Levels 4,6
Use the context of a work to determine the figurative, idiomatic, and technical meanings of terms.	context is a vocabulary development strategy for determining the meaning of an unknown word.	The 2007 document goes much further with vocabulary development encompassing "owning" a word as well as determining its meaning.	The language in the 2007 document uses descriptors and Links to address specific vocabulary development strategies.	2007 Grade Span 9-D descriptors A1b,c	No, In the 2007 document, the grade span configuration is 9-D rather than 9-12.	Levels 2,3	Levels 2,3
Use the context of a work to determine the meanings of abbreviations and acronyms.	context is a vocabulary development strategy for determining the meaning of an unknown word.	The 2007 document goes much further with vocabulary development encompassing "owning" a word as well as determining its meaning.	The language in the 2007 document uses descriptors and Links to address specific vocabulary development strategies.	2007 Grade Span 9-D descriptors A1b,c	No, In the 2007 document, the grade span configuration is 9-D rather than 9-12.	Levels 2,3	Levels 2,3
Find the meaning of relatively uncommon technical terms used in informational texts.	document offers specific strategies at the descriptor level and with attached Links.	The 2007 document goes much further with vocabulary development encompassing d'owning" a word as well as determining its meaning.	The language in the 2007 document uses descriptors and Links to address specific vocabulary development strategies.	2007 Grade Span 9-D descriptors A1b,c	No, In the 2007 document, the grade span configuration is 9-D rather than 9-12.	Levels 2,3	Levels 2,3
Identify the philosophical assumptions and basic beliefs underlying a particular text.	when comprehending texts but not explicitly stated in the 2007 document.	Yes, the ultimate goal of reading is to use everything available to faciltate deep comprehension.	No, language in the 2007 document that explicitly states identifying philosophical assumptions and basic beliefs underlying a text.	2007 Content Standards A2, A3, A4	which is a 9-12 expectation in 1997	4-Analysis	Levels 4,6

S. LITERATURE AND CULTURE  Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Yes, Reading literary texts that are rich in quality, add to the understanding eliterary texts is an experience.  Yes, Reading literary texts is an experience and solution and experience.  Partial, The 1997 language describes more fully the impact literary texts can have on adding to the understanding of history and various cultures as well and experience.  Partial, The 1997 language describes more fully the impact literary texts can have on adding to the understanding of history and various cultures as well as building an appreciation of the partial, in the 1997 language describes more fully the impact literary texts can have on adding to the understanding of history and various cultures as well as building an appreciation of the many dimensions of human experience.  LEMENTARY GRADES Pre-K-2  Understand the basic plot of simple stories.  Pres  Yes  Yes  Yes  Yes  Yes  Yes  Yes	<u> </u>	reamar innerem			1		1	1
Analyze how the cultural contents of a literary work is evident to let be such and end of the content of the letter of the content of the letter of the lett		when						
A characterise of the cultural content of a literary work is evident in the cultural content of a literary work is evident in the cultural content of a literary work is evident in the cultural content of a literary work is evident in the content of the cultural content of a literary work is evident in the content of the cultural content of a literary work is evident in the content of the cultural content of a literary work is evident in the content of the cultural content of a literary work is evident in the content of the cultural content of a literary work in the content of the cultural content of a literary work in the content of the cultural						Primarily a 0-D		
On Analyza hore the cultural content of a literary work is ordinated by 2007. No part of the 2007 and 2007. No part of the 2007 and 2007. No part of the 2007 and 200								
8 is both.  Analyze from the Cultural context of a literary work is orider in me tool.  Analyze from the Cultural context of a literary work is orider in me to deciment.  Parial. The 1997 Parial. The 1997 Parial than 1997 Paria			V th					
The fact of the properties of	10. Analyze how the cultural context of a literary work is evident in			No les evens in the 2007 de event that even light.	2007 0			
Partial. The 1937 Pril India withins from. withing content standards Ps standards P	· · · · · · · · · · · · · · · · · · ·						4.4	4.41
Figure 1. Represent key ideas and supporting details in various written content standard in Contract calculation of the recommendation of the recommendati	tne text.	document.	raciltate deep comprehension.	states analyzing cultural contexts.	Standard A2	1997	4-Analysis	4-Analysis
Figure 1. Represent key ideas and supporting details in various written content standard in Contract calculation of the recommendation of the recommendati								
Figure 1. Represent key ideas and supporting details in various written content standard in Contract calculation of the recommendation of the recommendati		D4:-1 Th- 4007						
obmonstration to witten forms.  Also from the standard range of the control of a standard range of the control of the factor of								
Acide from the Acide from the Acide from the Sander Folk Control of Control o								
Aside from the winting control standards, no standards of partial. The demonstration of lens the response complete control standards of partial and the partial standards of partial standards partial p								
tudents will use reading, listening, and viewing strategies to experience, understand, and appreciate illerature and culture. Hearth y course the ready views a many perience cultures and projection college perience. Understand, and appreciate illerature and culture. Hearth y course cultures are perience. Understand, and appreciate illerature and culture. Hearth y course cultures are perience. Understand, and appreciate illerature and culture. Hearth y course cultures are perience. Understand, and appreciate illerature and culture. Hearth y course cultures are perience. Understand, and appreciate illerature and culture. Hearth y course standard. Haping grade representation of the projection of the projecti								
standard, no other continued of Perins, The demonstration of activated in Perins, The demonstration of the Perins, The Demonst								
In Represent key ideas and supporting details in various written by the response of standards PB remails. The demonstration of interest standards PB remails. The demonstration of interest standards PB remails. The demonstration of interest standards PB remails. The language used in the 2007 document.  **Partial, The language used in the 2007 document was found to the condensation of interest standards placed and precise an								
s. LITERATURE AND CULTURE  8. LITERATURE AND CUL								
1. Represent key ideas and supporting details in various written in the response conceivementing a text or multiple facts takes many forms in the local post many forms in the forms. 2007 document. 2007								
one year to proper the content supporting details in various written or forms (e.g., outline, prophyrabse, concide summary).  A LITERATURE AND CULTURE  LUdents will use reading, listening, and viewing strategies to perfect the tracture and culture, literary texts that are rich in quality, add to the understanding of history and various cultures and build an appreciation of permanent of the many dimensions (e.g., philosophical, ethical, aesthetic) of the many dimensions (e.g., philosophical, ethical, ethical								
omes (e.g., cultifine, paraphranee, concides summary).  B. LITERATURE AND CULTURE  B. Little reading, listening, and viewing strategies to perference, understand, and appreciate literature and culture, literary texts that are rich in quality, add to the understanding of history and various cultures and build an appreciation of one many dimensions (e.g., philosophical, ethical, sesthetic) of the 2007 concent standard, higer grade literature and cultures.  LEMENTARY GRADES Pre-K-2  Understand the basic plot of simple stories.  Parial. The language of the 2007 and descriptions of philosophical appreciation of the many dimensions (e.g., philosophical, ethical, sesthetic) of the 2007 and descriptions of the								
B. LITERATURE AND CULTURE  tudents will use reading, listening, and viewing strategies to txperfence, understand, and appreciate literature and culture, fixery texts that are rich in quality, add to the understandingle filterator plants are rich in quality, add to the understandingle filterator plants are rich in quality, add to the understandingle filterator plants are rich in quality, add to the understandingle filterator plants are rich in quality, add to the understandingle filterator plants are rich in quality, add to the understandingle filterator plants are rich in quality, add to the understandingle filterator plants are analysis of how the demandations (e.g., pilot, etc.).  It is provided that the problem and solution will also identified by students.  It is provided that the problem and solution will also identified by students.  It is provided that the problem and solution will also identified by students.  It is provided that the problem and solution will also identified by students.  It is provided that the problem and solution will also identified by students.  It is provided that the problem and solution will also identified by students.  It is provided that the problem and solution will also identified by students.  It is provided that the problem and solution will also identified by students.  It is provided that the problem and solution will also identified by students.  It is provided that the problem and solution will also identified by students.  It is provided that the problem and solution will also identified by students.  It is provided that the problem and solution will also identified by students.  It is provided that the problem and solution will also identified by students.  It is provided that the problem and solution will also identified by students.  It is provided that the problem and solution will also identified by students.  It is provided that the problem and solution will also identified by students.  It is provided that the problem and solution will also identified by stude								
tudents will use reading, listening, and viewing strategies to perference, understand, and appreciate literature and culture, becar y texts that are rich in quality, add to the understanding flearly texts and speciation of early and various cultures and build an appreciation of early produced in the problem of the probl	forms (e.g., outline, paraphrase, concise summary).	forms.	2007 document.	and supporting details in various texts	Content Standard	9-12.	2-Comprehend	Levels 2-6
tudents will use reading, listening, and viewing strategies to perference, understand, and appreciate literature and culture, becar y texts that are rich in quality, add to the understanding flearly texts and speciation of early and various cultures and build an appreciation of early produced in the problem of the probl								
tudents will use reading, listening, and viewing strategies to perference, understand, and appreciate literature and culture, becar y texts that are rich in quality, add to the understanding flearly texts and speciation of early and various cultures and build an appreciation of early produced in the problem of the probl	D LITEDATURE AND CHI TURE							
Academic for the second and appreciation of the many dimensions (e.g., phliosphical, ethical, aesthetic) of the many dimensions (e.g., phliosphical, ethical) of the many dimensions (e.g., phliosphical) of the many dimensions (e.g., phliosphic	D. LITERATURE AND CULTURE							
Academic for the second and appreciation of the many dimensions (e.g., phliosphical, ethical, aesthetic) of the many dimensions (e.g., phliosphical, ethical) of the many dimensions (e.g., phliosphical) of the many dimensions (e.g., phliosphic								
Parlial, The language of the 2007 instruction and appreciate liferature and culture, Ves, Reading Instruction of the instruction of the instruction and build an appreciation of the many dimensions (e.g., philosophical, ethical, aesthetic) of this tory and various cultures and build an appreciation of the many dimensions (e.g., philosophical, ethical, aesthetic) of the many dimensions (e.g., philosophical, ethical, ethic					The connection is		1	
Account of the properties and outlines and and properties and descriptors and various cultures and build an appreciation of many dimensions (e.g., philosophical, ethical, aesthetic) of many dimensions (e.g., philosophical, ethical, aesthetic) of a many dimensions (e.g., philosophical, ethical, aesthetic) of a many dimensions (e.g., philosophical, ethical, aesthetic) of a many dimensions (e.g., philosophical, ethical) aesthetic of the phase a reader's response.  LEMENTARY GRADES Pre-K-2  I Understand the basic plot of simple stories.  I Understand the basic plot of simple stor	Students will use reading listening and viewing strategies to				found when the			
Iterary texts that are rich in quality, add to the understanding finistory and various cultures and build an appreciation of the many dimensions (e.g., philosophical, ethical, aesthetic) of the 2007 aman experience.  LEMENTARY GRADES Pre-K-2  LIMENTARY GRADES Pre-K-2  Understand the basic plot of simple stories.  Draw logical conclusions about what will happen next or how sings might have turned out differently in a story.  Lidentify differences and similarities in story elements (e.g., plot, ethical, nesthetic) of the concept of the concep			Partial, The language of the 2007		2007 reading			
metal vexis mata are inch in quality, add to the understanding interaction of thistory and various cultures and build an appreciation of the many difference.  LEMENTARY GRADES Pre-K-2  LEMENTARY GRADES Pre-K-2  LUMBENTARY GRADES Pre-K-2		Yes, Reading	content standard, higer grade	Partial. The 1997 language describes more fully the	content standard.			
f history and various cultures and build an appreciation of emany dimensions (e.g., philosophical, ethical, aesthetic) of the 2007 document.  LEMENTARY GRADES Pre-K-2  LEMENTARY GRADES Pre-K-2  Levels 1-6  Leve								
the many dimensions (e.g., philosophical, ethical, aesthetic) of the 2007 document.  LEMENTARY GRADES Pre-K-2  LEMENTARY GRADES Pre-K-2  LUI derstand the basic plot of simple stories.  Draw logical conclusions about what will happen next or how lings might have turned out differently in a story.  Ledentify differences and similarities in story elements (e.g., plot) ething, characters, conflict resolution) in works from various ultures.  Distinguish between fiction and nonfiction.  Distinguish between fiction and nonfiction.	of history and various cultures and build an appreciation of				,			
uman experience.  LEMENTARY GRADES Pre-K-2  LEMENTARY GRADES Pre-K-2  LIME STARY GRADES Pre-K-2  LIME STARY GRADES Pre-K-2  LIME STARY GRADES Pre-K-2  The 2007 language empchasizes the use of leveled texts, identifies specific genres to use and expects that the problem and solution will also identified by students.  Ves  Yes  Yes  Yes  Yes  Yes  Yes  Yes	the many dimensions (e.g., philosophical, ethical, aesthetic) of	the 2007				Across all grade		
LEMENTARY GRADES Pre-K-2  Linderstand the basic plot of simple stories.  Understand the basic plot of simple stories.  Ves  Yes  Yes  Yes  Yes  Yes  Yes  Yes								Levels 1-6
The 2007 language empohasizes the use of leveled texts, identifies specific genres to use and expects that the problem and solution will also identified by students.  Pyes Yes Yes students.  Promy logical conclusions about what will happen next or how students.  No No, The connection is at the 3-5 grade span in the 2007 descriptor A2b conflict resolution is at the 3-5 grade span in the 2007 document. 2-Comprehend Levels 2,4  Analysis 4-Analysis 4-								
The 2007 language empohasizes the use of leveled texts, identifies specific genres to use and expects that the problem and solution will also identified by students.  Draw logical conclusions about what will happen next or how hings might have turned out differently in a story.  Alentify differences and similarities in story elements (e.g., plot, etting, characters, conflict resolution) in works from various ultures.  While not specifically measured, the 2007 documents foundations are nooted in students analysis of the characteristics of each gener and mode of writing.  Distinguish between fiction and nonfiction.	ELLIVIENTANT GNADEST 16-N-2							
The 2007 language empohasizes the use of leveled texts, identifies specific genres to use and expects that the problem and solution will also identified by students.  Draw logical conclusions about what will happen next or how hings might have turned out differently in a story.  Alentify differences and similarities in story elements (e.g., plot, etting, characters, conflict resolution) in works from various ultures.  While not specifically measured, the 2007 documents foundations are nooted in students analysis of the characteristics of each gener and mode of writing.  Distinguish between fiction and nonfiction.								
The 2007 language empohasizes the use of leveled texts, identifies specific genres to use and expects that the problem and solution will also identified by students.  Draw logical conclusions about what will happen next or how hings might have turned out differently in a story.  Alentify differences and similarities in story elements (e.g., plot, etting, characters, conflict resolution) in works from various ultures.  While not specifically measured, the 2007 documents foundations are nooted in students analysis of the characteristics of each gener and mode of writing.  Distinguish between fiction and nonfiction.								
texts, identifies specific genres to use and expects that the problem and solution will also identified by students.  Ves Yes shart the problem and solution will also identified by students.  Draw logical conclusions about what will happen next or how ings might have turned out differently in a story.  I clentify differences and similarities in story elements (e.g., plot, etting, characters, conflict resolution) in works from various  While not specifically measured, the 2007 document's foundations are rooted in students'  Distinguish between fiction and nonfiction.  Levis 2,4  Levels 2,4  Levels 2,4  A-Analysis  A-Analysis  Levels 2,4  A-Analysis  A-Analysis						No, The		
texts, identifies specific genres to use and expects that the problem and solution will also identified by students.  Ves Yes shart the problem and solution will also identified by students.  Draw logical conclusions about what will happen next or how ings might have turned out differently in a story.  I clentify differences and similarities in story elements (e.g., plot, etting, characters, conflict resolution) in works from various  While not specifically measured, the 2007 document's foundations are rooted in students'  Distinguish between fiction and nonfiction.  Levis 2,4  Levels 2,4  Levels 2,4  A-Analysis  A-Analysis  Levels 2,4  A-Analysis  A-Analysis				The 2007 language empohasizes the use of leveled		connection is at		
Louderstand the basic plot of simple stories.  Yes  Yes  Students.  A2b  2007 document. 2-Comprehend Levels 2,4  L				texts, identifies specific genres to use and expects		the 3-5 grade		
Draw logical conclusions about what will happen next or how hings might have turned out differently in a story.  Identify differences and similarities in story elements (e.g., plot, etting, characters, conflict resolution) in works from various  No  While not specifically measured, the 2007 document's foundations are rooted in students' analysis of the characteristics of each genre and mode of writing.  Distinguish between fiction and nonfiction.					2007 descriptor			
. Draw logical conclusions about what will happen next or how hings might have turned out differently in a story.  I Identify differences and similarities in story elements (e.g., plot, etting, characters, conflict resolution) in works from various ultures.  No  While not specifically measured, the 2007 document's foundations are rooted in students' analysis of the characteristics of each genre and mode of writing.  Distinguish between fiction and nonfiction.	Understand the basic plot of simple stories.	Yes	Yes				2-Comprehend	Levels 2,4
Identify differences and similarities in story elements (e.g., plot, etting, characters, conflict resolution) in works from various ultures.  No  While not specifically measured, the 2007 document's foundations are rooted in students' analysis of the characteristics of each genre and mode of writing.  Distinguish between fiction and nonfiction.	·							
Lidentify differences and similarities in story elements (e.g., plot, etting, characters, conflict resolution) in works from various  No  While not specifically measured, the 2007 document's foundations are rooted in students' analysis of the characteristics of each genre and mode of writing.  Distinguish between fiction and nonfiction.		No					4. 4 1 1-	
etting, characters, conflict resolution) in works from various ultures.  No  While not specifically measured, the 2007 document's foundations are rooted in students' analysis of the characteristics of each genre and mode of writing.  Distinguish between fiction and nonfiction.		INU					4-Analysis	
While not specifically measured, the 2007 document's foundations are rooted in students' analysis of the characteristics of each genre and mode of writing.	3. Identify differences and similarities in story elements (e.g., plot,							
While not specifically measured, the 2007 document's foundations are rooted in students' analysis of the characteristics of each genre and mode of writing.	setting, characters, conflict resolution) in works from various							
specifically measured, the 2007 document's foundations are rooted in students' analysis of the characteristics of each genre and mode of writing.  Distinguish between fiction and nonfiction.	cultures.	No					4-Analysis	
specifically measured, the 2007 document's foundations are rooted in students' analysis of the characteristics of each genre and mode of writing.  Distinguish between fiction and nonfiction.								
specifically measured, the 2007 document's foundations are rooted in students' analysis of the characteristics of each genre and mode of writing.  Distinguish between fiction and nonfiction.		140 7					1	
measured, the 2007 document's foundations are rooted in students' analysis of the characteristics of each genre and mode of writing.								
2007 document's foundations are rooted in students' analysis of the characteristics of each genre and mode of writing.  Distinguish between fiction and nonfiction.								
foundations are rooted in students' analysis of the characteristics of each genre and mode of writing.  Distinguish between fiction and nonfiction.							1	
rooted in students' analysis of the characteristics of each genre and mode of writing.  Distinguish between fiction and nonfiction.								
students' analysis of the characteristics of each genre and mode of writing.  Distinguish between fiction and nonfiction.								
analysis of the characteristics of each genre and mode of writing.  Distinguish between fiction and nonfiction.  analysis of the characteristics of each genre and mode of writing.  4-Analysis							1	
characteristics of each genre and mode of writing.  Distinguish between fiction and nonfiction.  characteristics of each genre and mode of writing.  4-Analysis								
Each genre and mode of writing.  Distinguish between fiction and nonfiction.  each genre and mode of writing.  4-Analysis								
Distinguish between fiction and nonfiction. mode of writing. 4-Analysis							1	
LEMENTARY GRADES 3-4	4. Distinguish between fiction and nonfiction.	mode of writing.					4-Analysis	
LEMENTARY GRADES 3-4								
LEMENTALI ORADEO 37	ELEMENTARY GRADES 3-4							
	ELEMENTATION OF THE PROPERTY O		1		L			1

				1	1	T	
Demonstrate awareness of the culture and geography pertinent to the texts they read.	problem and	Partial, Both documents realize place and time have an impact on a literary work.	Partial, The 2007 document places greater emphasis on the connections between and among story elements and literary elements to facilitate deeper levels of comprehension.	2007 Grade 6 descriptor A2b	No, It is at a higher grade within a grade span.	2-Comprehend	4-Analysis
Use literary pieces to better understand and appreciate the actions of others.	than to the	Partial, Both documents focus on characters' actions, feelings, and motives.	Partial, The 2007 document lanugage at this grade span contains character analysis to the impact the character has within the confines of the narrative.	2007 Grades 3,4,5 descriptors A2a	No, In the 2007 document the grade span configuration is 3-5 rather than 3-4.	Levels 2,6	4-Analysis
Respond to speakers in a variety of ways (e.g., listening attentively, responding politely).		Yes, Both documents are measuring active listening.	The language in both documents is close.	2007 Grade Span 3-5 descriptor E2a	No, In the 2007 document the grade span configuration is 3-5 rather than 3-4.	3-Application	3-Application
<ol> <li>Share responses to quality literature with peers, citing reasons and making comparisons to other reading, or viewing, or to life experiences.</li> </ol>	No, This is a strategy for instruction.					Levels 2-4	
5. Identify important characters in quality works containing several characters.	No					Levels 2,4	
Make and justify conclusions about the motives of characters and the consequences of their actions.	Yes	Yes	The language in the 2007 document provides the parameters of knowledge of the situation, setting, character traits, motivations, and feelings as anchors for drawing conclusions about a character's motives and the consequences of the character's actions.	2007 Grade 4 descriptor A2a	No, the grade span configuration in the 2007 document is 3-5 rather than 3-4.		4-Analysis
7. Identify and explain how characters and situations found in various materials are like people or events in their own lives or in	No					Lovelo 2.4	
8. Understand how dialogue relates and contributes to a story or text.	to reveal	Yes, Characters impact the story elements and therefore the dialogue of characters can impact story elements.	The 2007 document language focuses on the characters and their characterization at the descriptor level.	2007 Grades 3,4,5 descriptors A2a	No, In the 2007 document the grade span configuration is 3-5 rather than 3-4.	Levels 2,4	4-Analysis
Recognize basic elements of plot and recount events, ideas, and important details from material read, heard, or viewed.		Yes	The 2007 document language is more precise in its expectation of comprehension of the basic plot, identifying the problem and the solution.	2007 Grade Spna 3-5 descriptor A2b	No, In the 2007 document the grade span configuration is 3-5 rather than 3-4.	2-Comprehend	Levels 2,4
10. Apply effective strategies to the reading and interpretation of fiction (e.g., fantasies, fables, myths, mysteries, realistic and historical fiction, adventures, and humorous tales) that is appropriately complex in terms of character, plot, theme, and dialogue and appropriately sophisticated in style, point of view, and use of literary devices.		Yes, Both documents measure the interpretation of fiction.	One of the goals of the 2007 document was to have Pis and descriptors with a more consistent grain size across the document.	2007 Grade span 3 5 descriptors A2 a- g		Levels 2-4	Levels 2-4
Apply effective strategies to the reading and use of nonfiction (e.g., reference sources, articles, histories, biographies, autobiographies, diaries, and letters) using texts with an appropriat complexity of content and sophistication of style.		Yes	The glossary of the 2007 document defines nonfiction and leveled texts indicates the text complexity.	2007 Grade Span 3-5 PI A2	No, In the 2007 document the grade span configuration is 3-5 rather than 3-4.	Levels 2-4	Levels 2-4

	1					
12. Demonstrate understanding of enduring themes of literature (e.g., themes of coming of age, love and duty, heroism, and appearance versus reality).	Yes, both documents measure knowledge of themes.	Yes,	The 2007 document builds a description of the development in understanding around the concept of theme.  2007 Gra 3-5 descr	No, In the 20 document th grade span configuration 3-5 rather th iptor A2e	is	Levels 1-2
MIDDLE GRADES 5-8						
Demonstrate an understanding that people respond to literature in different and individual ways.	No				2-Comprehend	
Identify specific interests and questions and pursue them by identifying pertinent literature and media.	Yes, but in the research content standard	Yes, the intent of inquiry	The 2007 research content standard emcompassess all sources of credible information. 2007 Gra 6-8 PI C1		is	Levels 1-6
Identify the main and subordinate characters in literary works.	This 1997 PI is subsumed in the 2007 PI on characters.	No, The 2007 PI is more focused on characterization and the characters affect on other story elements and characters.	This 1997 PI is a discrete skill and small in grain size compared to the 2007 descriptor A2a.		is	4-Analysis
4. Explain how the motives of characters or the causes of complex						
events in texts are similar to and distinct from those in their own experience.	No				Levels 2.4	
Demonstrate an understanding of lengthy, complex dialogues and how they relate to a story.	Dialogue is one vehicle characters have to reveal themselves.	Both documents measure elements of characterization and the affects characters have on other story elements.	The 2007 document language focuses on the characters and their characterization at the descriptor descriptor descriptor.		is	4-Analysis
6. Recognize the use of specific literary devices (e.g., foreshadowing, flashback, different time frames such as the future or the past).	Yes	The 2007 document moves beyond just recognition in this grade span.	The language in the 2007 document requires deeper levels of understanding about the effects of literary devices in a text or the relationship between the use of literary devices and an writer's style.	In the 2007 document, the grade span configuration des 6,7,8 rs A2d 5-8.	is	Levels 2,4,5
7. Recognize complex elements of plot (e.g., setting, major events, problems, conflicts, resolutions).	Partial, The 2007 language of the PI and its descriptors measure deeper understandings of the impact elements of plot have on the narrative as a whole.	No	Partial, the 2007 document moves beyond simple recognition of elements of plot to analysis or evaluation of the impact these elements have on the narrative as a whole.	No, In the 20 document th grade span configuratior des 6,7,8 6-8 rather th r A2b 5-8	is	Levels 4-6
8. Apply effective strategies to the reading and interpretation of fiction (e.g., science fiction, myths, mysteries, realistic and historica fiction, poems, adventure stories, and humorous tales), using texts that are appropriately complex in terms of character, plot, theme, structure, and dialogue and appropriately sophisticated in style, point of view, and use of literary devices.	descriptors of the 2007 document	Yes, Both documents measure the interpretation of fiction.	Pis and descriptors with a more consistent grain size PI and its	No, In the 20 document th grade span des 6,7,8 6-8 rather th rs A2 a-g 5-8	is	Levels 2-6

9. Apply effective strategies to the reading and use of moderately long nonfiction texts (e.g., reference sources, articles, editorials, histories, biographies, autobiographies, diaries, letters, and commentaries) which have an appropriate complexity of content and sophistication of style.	Yes	Yes	The glossary of the 2007 document defines nonfiction texts and leveled texts indicates the text complexity.		No, In the 2007 document the grade span configuration is 6-8 rather than 5-8	Levels 2-6	Levels 2-6
Demonstrate an understanding of the defining features and structure of literary texts encountered at this level.	Yes	Yes, Students are expected to know the defining text structures of different types of literary texts in both documents.		2007 Grades 6,7,8 PI A2	No, In the 2007 document the grade span configuration is 6-8 rather than 5-8	2-Comprehend	4-Analysis
Read literature and view films which illustrate distinct cultures in various types of works and formulate and defend opinions gathered from the experience.		Yes, Students are always expected to defend their opinions using evidence from the as support.		2007 Grades 6,7,8 PI A2	No, In the 2007 document the grade span configuration is 6-8 rather than 5-8	4-Analysis	4-Analysis
12. Identify the universality of themes and examine the connections among various expressive forms (e.g., films, fiction, drama) by drawing on their broad base of prior knowledge.	Yes	Yes	The language of the 2007 descriptors expect analysis of themes across works.	2007 Grades 7,8 descritptors A2e	No, In the 2007 document the grade span configuration is 6-8 rather than 5-8	Levels 4,5	4-Analysis
13. Demonstrate understanding of enduring themes of literature by differentiating between main ideas and themes after they study story elements.	Anytime students can identify an implied theme they are demonstrating the ability to differentiate between main ideas and themes.	Yes	Partial, A 2007 descriptor expects students to determine the theme of a selection, whether implied or stated directly.	2007 Grade 6 descriptor A2e	No, In the 2007 document the grade span configuration is 6-8 rather than 5-8	4-Analysis	4-Analysis
SECONDARY GRADES							
Distinguish between the purpose of a literary work and the personal response of an individual reader.	Yes	Yes, Both documents expect students to analyze what is shaping a readers' response.		2007 Grade Span 9-D PI A2	No, In 2007, the grade span configuration is 9-D rather than 9-12.	4-Analysis	4-Analysis
Identify the simple and complex actions and interactions involving main and subordinate characters in a work.	actions and interactions of characters is measured through the conflict in the narrative.	Yes	In the 2007 document students are expected to analyze external and internal conflict of characters.	2007 Grade Span 9-D descriptor A2d	No, In the 2007 document the grade span configuration is 9-D rather than 9-12.	Levels 2,4	4-Analysis
3. Make abstract connections (e.g., connections about thoughts, ideas, values) between their own lives and the characters, events, and circumstances represented in various works.	Text to self connections often occur when reading and contribute to comprehending the text.	Yes			No, In the 2007 document the grade span configuration is 9-D rather than 9-12.	Levels 4,5	4-Analysis

		T					
Demonstrate an understanding of the stylistic effect of dialogues on the style of a work.	Dialogue is one vehicle characters have to reveal themselves.	Partial, The effect of dialogue on the style of a work is not clearly evident in the language of the 2007 descriptors.		2007 Grade Span 9-D PI A2	No, In the 2007 document the grade span configuration is 9-D rather than 9-12.	Levels 2,4	4-Analysis
5. Identify and analyze the details and effects of complex literary devices on the overall quality of a work (e.g., foreshadowing, flashbacks, time frames in the future or past).	Yes	Yes, Both documents expect analysis of common literary devices on the overall quality of a work.	Partial, The 2007 analysis is on the effect common literacy devices have on style and tone of a text.	2007 Grade Span 9-12 descriptor A2e	No, In the 2007 document the grade span configuration is 9-D rather than 9-12.	Levels 1,4	4-Analysis
Identify and analyze how complex elements of plot (e.g., setting, major events, problems, conflicts, resolutions) effect the overall quality of a work.	Internal and external conflict are example of complex elements of plot.	Partial, While internal and external conflict have far-reaching affects on the other story elements, they are not so significant to discount the other elements having any affect as well.	The language of the 2007 descriptor focuses on an anlaysis of the impact of external and internal conflict	2007 Grade Span 9-D descriptor A2d	No, In the 2007 document the grade span configuration is 9-D rather than 9-12.	Levels 1,4	4-Analysis
7. Apply mature strategies to the reading and interpretation of lengthy adult level fiction, (e.g., satires, parodies, plays, poems, novels) using texts that are complex in terms of character, plot, theme, structure, and dialogue and sophisticated in style, point of view, and use of literary devices.	Yes, The 1997 PI is so broad that all of the descriptors of the 2007 document are connected to it.	Yes, Both documents measure the interpretation of fiction.	One of the goals of the 2007 document was to have Pis and descriptors with a more consistent grain size across the document.	2007 Grade Span Pl A2	No, In the 2007 document the grade span configuration is 9-D rather than 9-12.	Levels 1-6	Levels 2-6
Apply mature strategies to the reading and interpretation of lengthy adult level nonfiction texts with appropriate complexity of content and sophistication of style.	Yes	Yes	The glossary of the 2007 document defines nonfiction texts.	2007 Grade Span PI A2	No, In the 2007 document the grade span configuration is 9-D rather than 9-12.	Levels 1-6	Levels 2-6
Demonstrate an understanding of the defining features and structure of literary texts encountered at this level.	Yes, but at an earlier grade span	Yes, but at the 6-8 grade span.		2007 Grades 6.7.8 PI A2	No, The connection is at the 6-8 grade span.	Levels 2,4	4-Analysis
10. Draw from a broad base of knowledge about literature of the United States and the world to examine and critique how print and visual texts explore the human experience and condition.	This is more of a curriculum objective.					Levels 4-6	
11. Examine, evaluate, and elaborate on universal themes in literature, using reading and viewing to explain how themes are developed and achieved.  C. LANGUAGE AND IMAGES	Yes	Yes	The language of the 2007 descriptor is focused on the evaluation of the theme or themes, whether explictly stated or implied, in a literary text.	2007 Grade Span 9-D descriptor A2b	No, In the 2007 document the grade span configuration is 9-D rather than 9-12.	Levels 4-6	Levesl 4-6
Students will demonstrate an understanding of how words and images communicate. Language and images enable people to get things done, to take charge of their lives, to express opinions and feelings, to experience emotions, and to function as productive citizens. Students will consider such things as the relationship between thought and language, the ways people use language and other symbol systems to communicate, the history and structure of English, and the	Yes, the intent of this 1997 Content Standard can be	Yes, the cental ideas in this 1997 Content Standard are "how words	Partial, the central ideas of this 1997 Content	Content Standards A: Reading, B: Writing, D:	Yes, Since the connection is at the content standard level in both documents,the connection applies to all		
similarities and differences in the ways various social, occupational, and cultural groups use language.  ELEMENTARY GRADES Pre-K-2	found in several 2007 Content Standards.	and images communicate and how people use language and images."	Standard are captured in the expectations for students when they read, write, listen, speak,and develop an awareness of the effects of media.	Language, E: Listening and Speaking, F:Media	grades spans in both documents.	Levels 3 &4	Levels 2-6

		1	1	1	II.	II.	
Distinguish between and make observations about formal and informal uses of English.	Partially	Partially present, the intent to understand the distinction between formal and informal uses of English is present but at a different level of expectation.	No, the language is at different levels of cognitive demand.	Grade Span 6-8 and 9-D Pls (E1and E2) Grade Span 9-D Descriptor Level D1a and D2a.	No, In 2007, the expectation is at a much higher grade spans than PK-2.	4-Analysis	3-Application
	Yes	Yes, the cental ideas in this 1997 Content Standard are phonemic awareness, phonics, and the rhythms of language.	Partial, the central ideas of this 1997 Content Standard are foundational understandings that build success in reading. The connections to the 2007 MLRs are along two levels of cognitive demand at the descriptor level.	Descriptor Level :PK-2 A1a, A2e	Yes, Both are at the PK-2 level.	1-Knowledge	1,3
Make valid observations about the use of words and visual symbols.	No					4-Analysis	
ELEMENTARY GRADES 3-4							
I. Identify and evaluate how language use varies according to personal situations and settings (e.g., school, home, and community).	No					Levels 1,6	
2. Identify the social context of conversations and its effect on how language is used.	No					Levels 1,4	
	Partially found in "E. Listening and	Partially, gestures are one form of	Partially, different levels of cognitive demand are	Descriptor Level 3-	No, In 2007, the Grade Span configurations are 3-5 rather than 3-4 and 6- 8 rather than 5-		
Identify the use of nonverbal cues in conversations.	Speaking"	nonverbal cues. Partially, Structural reatures in	expected.	5 E2c and 6-8 E2b	8.	1-Knowldege	3-Application
Make observations about the use of language and graphic	Partially found in Reading and	informational texts help to communicate information and various media forms can convey the same information in different	Partially,The intent of the 1997 PI is the observation of the use of language and graphic symbols to communicate in life while in 2007 the application or	Descriptor Level 3-	No, In 2007, the Grade Span configuration is		
	Media.			5 A3b and F1a	3-4.	4-Analysis	3.4
symbols encountered in various real-life situations.  5. Investigate the languages of other cultures and compare/contras		ways.	analysis is narrowed to reading and media.			4-Analysis	3,4
symbols encountered in various real-life situations.		ways.				4-Analysis 4-Analysis	3,4
symbols encountered in various real-life situations.  5. Investigate the languages of other cultures and compare/contras	Media.			5 A3b and F1a  Descriptor Level: 3-	No, In 2007, the Grade Span configuration is	-	3,4 Levels 1,2
symbols encountered in various real-life situations.  5. Investigate the languages of other cultures and compare/contras them to English.	Media. No Yes, Reading	ways.  Partially, identifying and describing the function of idioms is at a lower cognitive level than the analysis required to make observations about the use of	analysis is narrowed to reading and media.  Partially, the intent of the 1997 Pl is to analyze the use of idioms while in the 2007 Pl, the intent is to	5 A3b and F1a  Descriptor Level: 3-	No, In 2007, the Grade Span configuration is 3-5 rather than	4-Analysis	
symbols encountered in various real-life situations.  5. Investigate the languages of other cultures and compare/contras them to English.  6. Make observations about specific uses and idioms of language.  MIDDLE GRADES 5-8  1. Form conclusions regarding formal, informal, and other varieties of language use, based upon experience.  2. Understand factors that commonly affect language change and use.	Media. No Yes, Reading	ways.  Parriany, reentifying and describing the function of idioms is at a lower cognitive level than the analysis required to make observations about the use of idioms.	analysis is narrowed to reading and media.  Partially, the intent of the 1997 Pl is to analyze the use of idioms while in the 2007 Pl, the intent is to	5 A3b and F1a  Descriptor Level: 3-5 A2d  Performance	No, In 2007, the Grade Span configuration is 3-5 rather than	4-Analysis	
symbols encountered in various real-life situations.  5. Investigate the languages of other cultures and compare/contras them to English.  6. Make observations about specific uses and idioms of language.  MIDDLE GRADES 5-8  1. Form conclusions regarding formal, informal, and other varieties of language use, based upon experience.	Media.  No  Yes, Reading Literary Texts  Partially, The student usually makes a decision or forms a conclusion, dependent on audience and purpose, before adjusting listening strategies or speaking strategies for informal or forma discussions, debates, or presentations.	ways.  Partially, The 1997 PI implies a general application while the 2007 Listening and Speaking PIs narrow the focus to informal and formal discussions, debates, or	Partially, the intent of the 1997 PI is to analyze the use of idioms while in the 2007 PI, the intent is to identify idioms and describe the function of the idiom.  Partially, the intent in both 1997 and 2007 recquire the student to understand that different language choices and structures are used dependent on how formal or informal a situation is and for what purpose and audience. The 2007 PI expects students to apply this understanding in formal and informal speaking	5 A3b and F1a  Descriptor Level: 3-5 A2d  Performance Indicator Level Grade Span 6-8	No, In 2007, the Grade Span configuration is 3-5 rather than 3-4.  In 2007, the Grade Span configuration is 6-8 rather than	4-Analysis  4-Analysis  2-Comprehend	Levels 1,2

	T			1		1	
			Partially, In 1997, the PI limits the application to writing		In 2007, the		
		Yes, In both 1997 and 2007,	and speaking but in 2007 the expectation applies	Performance	Grade Span		
		students are expected to apply	when reading to aid comprehension and the	Indicator Level	configuration is		
4. Use knowledge of the fundamental parts of speech when writing	.,	their knowledge of the parts of	expectation applies whenever a student is	Grade Span 6-8	6-8 rather than		
and speaking.	Yes	speech. Partially, in both 1997 and 2007,	communicating in whatever form of communication.	D1	5-8.	3-Apply	3-Apply
		students are expected to			No, In 2007, the		
		understand propaganda.			Grade Span		
		However, in 2007, students are	Partially, The wording is not the same but the intent		configuration is		
		expected to note instances of		Descriptor Level	6-8 rather than		
Demonstrate an understanding of the concept of propaganda.	Yes	propaganda as well.	propaganda is the same.	F1c	5-8.	2-Comprehend	2-Comprehend
SECONDARY GRADES							
Demonstrate an understanding of the relationship among							
perception, thought, and language.	No					2- Comprehend	
2. Demonstrate an understanding of how language considerations							
and representations involving gender affect communication.	No					2-Comprehend	
Compare the ways various social, occupational, and cultural							
groups use language, and comment on the impact of language use							
on the way people are viewed and treated.	No					4-Analysis	
Compare form, meaning, and value of different kinds of symbol						, 2.10	
systems (e.g., religious symbols, holiday symbols, the symbolism o							
particular types of architecture).	No					4-Analysis	
5. Demonstrate understanding of the history of and changes in the						4-Allalysis	
English language by explaining examples.	No					2-Comprehend	
English language by explaining examples.	110					2-Comprehend	
	Partially, In 2007, consulting						
	referene sources						
	is expected to						
	determine the				In 2007, the		
	meaning of	Partially,In 1997 the way this			Grade Span		
	unknown words	expectation is stated applies		Descriptor Level	configuration is		
	and implied in	across all uses of language while		Grade Span 9-D	9-Diploma		
6. Use dictionaries, handbooks, and other language-related	editing writing in	in 2007 the expectation is more	, ,	A1a and Grades	rather than 9-		
resources to evaluate the accuracy of their use of English.	most situations.	narrow.	the same.	Span 9-D B1c	12.	3-Apply	3-Apply
7. Demonstrate an understanding of the political implications of							
different forms of language.	No				No. In 2007 it is	2- Comprehend	
		Yes, In both 1997 and 2007,	Partially, Essentially in both 1997 and in 2007,	Descriptor Level	at the 6-8		
		students are expected to	students need to understand propaganda techniques		Grade Span		
8. Identify propaganda techniques used by writers and speakers.	Yes	recognize the use of propaganda.	so that can recognize them in use.	F1c	only.	2-Comprehend	2-Comprehend
D. INFORMATIONAL TEXTS							
					res, since the		
					connection is at		
Out to the state of the search of the state					the content		
Students will apply reading, listening, and viewing strategies					standard level in both		
to informational texts across all areas of curriculum. When					documents,the		
reading, listening, and viewing critically, students will ask					connection		
pertinent questions, recognize assumptions and implications,				2007 Content	applies to all		
and evaluate information and ideas. In a world that surrounds				Standards of	grades spans in		
them with information, they have to be able to connect with	V	V		Reading, Listening,			
this information and make sense of it.	Yes	Yes	are present in this 1997 PI.	Media. 2007 Grade 3	documents.	Levels 3,4,6	Levels 3,4,6
	Yes, but at a		Partially, The 2007 document also expects students	descriptor A4b and	No. It is at a		
	higher grade		to identify details from the text that support the main	Grade 4 descriptor			
Understand the main idea of simple expository information.	span	Yes	idea.	A3c	span.	2-Comprehend	1-Knowledge
						·	<u> </u>
ELEMENTARY GRADES 3-4							
	<u> </u>	I	I .	l .	l .	l .	

				_	_	1	
	Partial, The 2007						
	document						
	articulates the				In the 2007		
	role of				document, the		
	organizational	Yes, Both documents see			grade span		
	text features as	organizational text features	Partially, The 2007 document does not rely soley on		configuration is		
<ol> <li>Use information contained in chapter and section headings, topi</li> </ol>	help in	supporting the act of	the organizational text features to construct the main	2007 Grade 5	3-5 rather than		
sentences, and summary sentences to construct the main ideas.	comprehending.	comprehending.	idea.	descriptor A3c	3-4	Levels 2,3	2-Comprehend
	Dortiol The 2007						
	Partial, The 2007 document						
	articulates the				In the 2007		
	role of				document, the		
	organizational	Partial, It is unclear in the 1997 PI			grade span		
	text features as	for what purpose students are	Partial, The 2007 document ultimate goal in the use	2007 Grades 3, 4,	configuration is		
2. Use various informational parts of a text (e.g., index, table of	help in	using the organizational features	of the organizational features for help with	and 5 descriptors	3-5 rather than		
contents, glossary, appendices).		of the text.	comprehending.	A3b	3-4	3-Application	Levels 2,3
estitionia, giossai y, apportaises).					In the 2007	o ripplication	2,0
					document, the		
					grade span		
			Partial, The 2007 document expects students to		configuration is		
3. Read for a variety of purposes (e.g., to answer specific			read, paraphrase, and summarize informational texts		3-5 rather than		
questions, to form an opinion, to skim for information).	Yes	Yes	for different purposes.	and 5 Pis	3-4	Potentially 2,3,4	Levels 2,3,4
					in the 2007		
					document, the		
					grade span		
4. Summarize informational texts (e.g., identify the main idea or					configuration is		
l : = : : :	V	V	V	0007 0 4- 0 40	3-5 rather than 3-4		
concept and the supporting detail).	Yes	Yes	Yes	2007 Grade 3 A3	3-4 In the 2007	2-Comprehend	2-Comprehend
					document, the		
					grade span		
		Partial, The difference between	Partial, The 2007 document is expecting the		configuration is		
5. Recognize when a text is primarily intended to instruct or to		the two is that the 2007 document	identification of the author's purpose and identifying		3-5 rather than		
persuade.	Yes	goes deeper in comprehending.	the main idea and supporting details.	2007 Grade 3 A4	3-4	Levels 1,4	Levels 1,4
			0		In the 2007		
					document, the		
	Partial, Implied in	Partial, The 2007 document goes			grade span		
	developing and	much more in-depth with	Partial, The 2007 document's language addresses	2007 Grades 3,4,	configuration is		
Understand common technical terms used in instructional and	using vocabulary	expectations for vocabulary	ownership of appropriate vocabulary plus strategies	and 5 descriptors	3-5 rather than		
informational texts.	strategies.	development.	for determining the meaning of unknown words.	A1b and A1c	3-4	2-Comprehend	Levels 2,3
7. Recognize when and how new information in a text connects to							
prior knowledge.	No					1-Knowledge	
MIDDLE GRADES 5-8							
Seek appropriate assistance when attempting to comprehend	No, difficult to						
challenging text.	measure					3-Application	
	Partial, Uniclear					11	
	why the student						
	is identiying the						
	organizational	Partial, The 2007 document is					
	strategies and	clear about the role of text		2007 Crades 2 4			
	what the	features or text structures as aids	Partial The 1007 language is years and arg -+	2007 Grades 3,4,			
Identify useful information organizing strategies.	strategies might be.	to locating information or as aids to comprehending.	Partial, The 1997 language is vague and creates uncertainity about what is being measured.	5, and 6 descriptors A3b	No	1 Knowledge	Lovele 2.2
2. racing ascial information organizing strategies.	DG.	to comprehending.	anoontainity about what is being measured.	acacriptora Aou	140	1-Knowledge	Levels 2,3
			Partial, The 2007 document separates author's	2007 Grade 3 A4a			
3. Identify both the author's purpose and the author's point of view			purpose and author's point of view and places the	and Grade 6 A4b			
when reading expository information.	Yes	Yes	expectation in different grades and descriptors.	and A3c.	No	4-Analysis	4-Analysis
3 · 1 · · · · · · · · · · · · · · · · ·				1		,	,
	Partial, Unclear if				No, In 2007, the		
	the ways texts				grade span		
	are organized is	Partial, The 2007 glossary helps	The 2007 document language with its links to a		configuration is		
	by text features	define the distinction between text	glossary strive to bring more clarity in what is		6-8 rather than		
4. Identify different ways in which informational texts are organized	or text structures.	features and text structures.	expected and for what purpose.	2007 Grade 6 A3b		1-Knowledge	Levels 1,3
	Partial, boosts				No, In 2007, the grade span		
	the expectation	Partial, Generalizations are over-	Partial, The 2007 document expects reasonable		configuration is		
Produce and support generalizations acquired from informations		arching statements of truth or	statements and conclusions about the text with		6-8 rather than		
text.	level of cognition.		evidence from the text used as support.	2007 Grade 6 A3d		5-Synthesis	4-Analysis
10/11			zzzo nom mo tom acod do support.		- 0.	o oynunosis	T / widiyolo

6 Departure new knowledge presented in informational toyle and	AL UM		T	1			T
<ol><li>Describe new knowledge presented in informational texts and how it can be used.</li></ol>	No, difficult to measure					2-Comprehend	
	Partial, Implied in developing and using vocabulary		Partial, The 2007 document's language addresses ownership of appropriate vocabulary plus strategies	2007 Grades 6,7, 8, descriptors A1b	No, In 2007, the grade span configuration is 6-8 rather than		
7. Identify common technical terms used in informational texts.	strategies.	development.	for determining the meaning of unknown words.	and A1c	5-8.	1-Knowledge	Levels 2,3
Use the various parts of a text (index, table of contents, glossary) to locate specific information.	Yes, but at a lower grade span	Yes	Close, these parts of text are identified as text features in the 2007 document.	2007 Grade 3 A3b	No	3-Application	3-Application
SECONDARY GRADES							
Scan a passage to determine whether a text contains relevant							
information.	No					3-Application	
	Yes, but at a		The 2007 document has persuasive texts as the text				
Distinguish between apparent fact and opinion in nonfiction texts	lower grade span	Yes	used to differentiate between facts and opinions.	2007 Grade 5 A4c	No	4-Analysis	4-Analysis
Use discussions with peers as a way of understanding information.	No					Levels 2,3	
Identify complex structures in informational texts and the relationships between the concepts and details in those structures using the form period disciples.	Partial, The 2007 document has persuasive texts as the text used to the relationship between text structures and concepts and	Partial, The 2007 document expects students to understand the relationship well enough to	Partial, The 2007 document language provides specificity in what the complex structures are and what lens (i.e. shape an author's argument) to look for a relationship between text structures and content		No, The connection is at the 6-8 grade span in the		
using texts from various disciplines.	details in the text.	explain it.	of the text.	2007 Grade 8 A4a	2007 document.	Levels 1,4	Levels 2,4
Analyze and synthesize the concepts and details in informationa texts.		Partial, The 2007 document expects students to be critical consumers of information.	Partial, The 2007 document language expects evaluation of the logic of the author's conclusions and the credibility, accuracy, and relevancy of data contained in visual representations.	Grade Span 9-D A3a-b	No, In the 2007 document, the grade span configuration is 9-D rather than 9-12.	Levels 4,5	Levels 4,6
Explain how new information from a text changes personal knowledge.	No					2-Comprehend	
E. PROCESSES OF WRITING AND SPEAKING							
Students will demonstrate the ability to use the skills and strategies of the writing process. Effective communication car improve the work of writers and speakers. Students will use a wide range of strategies to address different audiences for a variety of purposes. Students will write or speak for reflective, creative and informational purposes.  ELEMENTARY GRADES Pre-K-2	Yes	Yes	Yes, Both 1997 and 2007 expect students to use a process when writing.	Performance Indicator Level	Yes, it applies to all grade spans	Levels 3-5	Levels 3-5
Tell about experiences and discoveries, both orally and in writing	Yes	Partial, The cognitive demand is higher in 2007.	Partial, There is no allowance for oral responses in 2007.	Performance Indicator Level	Yes, PK-2	2-Comprehend	5-Synthesis
Respond to stories orally and in writing.	Partial, In 2007 the expectation is found under reading.		Partial, In 2007, students respond to demonstrate comprehension.	Descriptor level Grade Span PK-2 A2b, A2c	Yes, Pk-2	2-Comprehend	2-Comprehend
Respond to stories orally and in writing.     Respond to remarks or statements orally and in writing.	No	.ssoponos are more precise.	os.iip.o.iorioiori.	, , , , , ,	. 50, 1 K-Z	2-Comprehend	2 comprehend
o. Nespond to remains or statements drainy and in writing.	INU					z-comprenena	
ELEMENTARY GRADES 3-4							

_	1	1		1		ı	
Identify strengths and weaknesses in their own writing and seek effective help from others.	Partially, To effectively revise weaknesses in writing must be identified and improved.	Partially, When students revise they are analyzing their writing for weak or ineffective areas to improve and may seek out the help from others.	Partial, The 2007 6-8 descriptor B1c implies seeking help from others when it states "incorporate peer feedback when appropriate".	Descriptor Level Grade Span 6-8, B1c	No, In 2007 it is an expectation for grade span 6-8	4-Analysis	Levels 4-5
Improve their finished product by revising content from draft to final piece.	Yes	Yes	Partially, The 2007 descriptor is more precise regarding where the focus for revision ought to be.	Descriptor Level: Grade Span 3-5 B1f	No, In 2007 the Grade Span configuration is 3-5 rather than 3-4.	Levels 4-5	Levels 4-5
Use planning, drafting, and revising to produce, on-demand, a well-developed, organized piece that demonstrates effective language use, voice, and command of mechanics.	Partial, Writing process language can encompass on-demand settings as one of its purposes.	to convey a dynamic process of writing with students utilizing the different components of the writing process whenever necessary to create a well-written piece of writing, there is no specific language to indicate the setting must be on-demand.	Partially, There is no mention of an on-demand setting in the 2007 writing standards or performance indicators.	Performance Indicator Level Grade Span 3-5 B1	No, In 2007, the Grade Span configuration is 3-5 rather than 3-4.	Levels 4-5	Levels 4-5
Report orally and summarize personal discoveries they have made as a result of reading and viewing.	Yes, 2007 Listening and Speaking	Yes, the intent of using speaking skills to communicate is an expectation in both 1997 and 2007	Partially, The 2007 Grade Span 3-5 descriptors E2a and E2b capture the intent of this 1997 PI.	Descriptor Level Grade Span 3-5 E2a and E2b.	No, In 2007,the Grade Span configuration is 3-5 rather than 3-4.	Levels 2,5	Levels 2,5
5. Give accurate directions.	Partial, 2007 Writing for Practical Application	Partial, In 2007 the expectation is more challenging with the expectation that student write the directions.	Partial, In 2007, the verb is "write" rather than "give".	Descriptor Level Grade Span 3-5 B5b	No, In 2007, the Grade Span configuration is 3-5 rather than 3-4.	4-Analysis	4-Analysis
Summarize central concepts from oral presentations.	Yes, 2007 Listening and Speaking	Partial, In 2007 the expectation is found at the 6-8 grade span.	Partial, In 2007 there is an additional expectation of summarizing and applying informaton presented.	Descriptor Level Grade Span 6-8, E1b	No, In 2007, summarizing information from an oral presentation is found at the 6-8 grade span.	2-Comprehension	Levels 2-3
MIDDLE GRADES 5-8							
I. Identify specific personal strategies, strengths, and weaknesses in writing, and use direct feedback from peers and teachers to revise and polish the content of their finished pieces.		Partial, When students revise, they anlyze their writing looking fo weak or ineffective areas to improve and may seek help from others.	Partial, The 2007 6-8 grade span's descriptor B1c implies seeking help from others when it states "incorporate peer feedback when appropriate".	Descriptor Level Grade Span 6-8, B1c	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 4-5	Levels 4-5
Use planning, drafting, and revising to produce, on demand, a well-developed, organized piece that demonstrates effective language use, voice, and command of mechanics.	Partial, Writing process language can encompass on-demand settings as one of its purposes.	Partial, While the intent of the 2007 B1 is to convey a dynamic process of writing with students utilizing the different components of the writing process whenever necessary to create a well-written piece of writing, there is no specific language to indicate the setting must be on-demand.	Partial, The 2007 wrting standard, performance idicators, and descriptors do not explicitly state an ondemand setting.	Performance Indicator Level, Grade Span 6-8 B1	No, In the 2007 document, the grade span configuration is 6-8 reather than 5-8.	Levels 3-5	Levels 3-5
Ask questions and apply personal interpretations in class discussion following speeches and oral presentations.  SECONDARY GRADES	Yes, Content Standard E. Listening and Speaking	standard and PI is that students apply listening strategies and follow-up actions in order to understand and act upon the information provided in the formal or informal discussions, debates, or presentations but does not expect students to apply personal interpretation.	Partial, The 2007 document does not state that students will apply personal interprestations in class discussions following speeches and oral presentations.	Descriptor Level Grade Span 6-8, E1a	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levis 2-3	Levels 2-3
0100.10.11(1)010/010	1	1		l	1	L	

					In 2007, the		
					Grade Span		
			D. C. L. T. L. C. L. C. C. L. C.		configuration is		
			Partial, The intent of this 1997 PI is for students to		9-D rather than		
			desire improving their writing and to engage in		9-12.There are		
	Destin This Dis	Destini The intent of westing a	discussions with the goal of improving their writing.		connections to		
	written with	Partial, The intent of working a piece of writing through a process.	The 2007 standards have placed the interactions that occur in discussions under the content standard E.	Grade Span 9-D	the language of this 1997 PI in		
		improving it along the way for a	Listening and Speaking. In the 2007 Pk-2 grade span		the PK-2 grade		
Ask pertinent questions during writing conferences and when	about revision	variety of purposes and	B1b and 6-8 grade span B1c there is a closer	Grade Span 6-8	span B1b and 6-		
working alone, using knowledge of personal writing strategies,	than is found in	audiences is the same in both the		B1c, Grade Span	8 grade span		
strengths, and weaknesses to improve one's own writing.	the 2007 MLRs.	1997 and 2007 documents.	articulated in this 1997 PI.	PK-2 B1b	B1c.	Levels 4-5	Levels 4-5
and regard, and recall records to improve one of our mining.					No, In 2007 the		
					grade span		
<ol><li>Reflect on, evaluate, revise, and edit a sequence of drafts to</li></ol>			Partial, The 2007 PI and its descriptor have greater	9-D grade span	configuration is		
improve and polish finished work.	Yes	Yes	specificity about the focus of the revisons.	B1c,d, e	9-D not 9-12.	Levels 4-6	Levels 4-5
		Partial, Writie the intent of PLB1 is					
	Dantiel Maitin	to convey a dynamic process of					
	Partial, Writing	writing with students utilizing the					
	process	different components of the writing					
	language can	process whenever necessary to create a well-written piece of			No, In 2007 the		
3. Use planning, drafting, and revising to produce, on demand, a	encompass on- demand settings	writing, there is no specific	Partial, The 2007 wrting standard, performance		grade span		
well-developed, organized piece that demonstrates effective	as one of its	language to indicate the setting	idicators, and descriptors do not explicitly state an on-	Grada Span 0 D	configuration is		
language use, voice, and command of mechanics.	purposes.	must be on-demand.		B1 a-e	9-D not 9-12.	Levels 3-5	Levels 3-5
language use, voice, and command of mechanics.	purposes.	must be on demand.	demand setting.	Diac	5 B 1101 5 12.	LCVCIS O O	2010100
					In 2007, the		
					Grade Span		
					configuration is		
					9-D rather than		
					9-12. Another		
					consideration is		
					in the 2007		
					grade span 6-8,		
					students are		
					expected to		
					summarize thus		
					implying finding		
					the key ideas		
	Partial, The intent				while in the		
	of this 1997 PI				2007 9-D grade		
	can be found in				span students		
4. Evaluate the remarks and eral presentations of others to find the	the PIs and	Partial, The expectation for	Partial, This 1997 PI also expects students to explain		are expected to		
4. Evaluate the remarks and oral presentations of others to find the	decriptors of two	students to listen for key ideas in	the ways in which the ideas from the oral	Grade Span 9-D	expand on		
key ideas, and explain the ways in which these ideas were	grades spans in	an oral presentation or remarks is	presentation or remarks were developed which is not				l
developed.	2007.	expected in both 1997 and 2007.	an expectation in 2007.	8b	by others.	Levels 2,6	Levels 2,3,6
F. STANDARD ENGLISH CONVENTIONS							
					Yes, Since the		
					connection is at		
	1				the content		
					standard level		
					in both		
Students will write and speak correctly, using conventions of					documents, the		
			Partial, What differs is how the intent of the content		connection		
standard written and spoken English. Knowledge of language			standard is articulated. The specificity found in the		applies to all		
structure and conventions (e.g., spelling, punctuation, level of				2007 Content	grade spans in		
formality) is used to create, critique, discuss, and present			language of the performance indicators and	Standard D	both		
print and nonprint texts.	Yes,	Yes	descriptors in 2007.	Language	documents.	Levels 3,4,5,6	Levels 1,3
ELEMENTARY GRADES Pre-K-2							

		Von The intent of this 1007 Di		Intercept			
	1	Yes, The intent of this 1997 PI car	1	Interconnected			
		be found across several Pis and		Elemnets of			
		descriptors in the 2007 document.		Writing B1c			
	1	It should be noted that the 2007	Partial, The wording of this 1997 PI expects the	(editing);Grade			
A Falicabetic communication of the state of the Park control of	1	refers to Edited American English	demonstration of Standard English convention	Span PK-2			
Edit their own written work for standard English spelling and	1	rather than Standard English	knowledge will be a product of editing written work	Language D1 and			
usage, as evidenced by pieces that show and contain:	Yes,	Conventions.	· ·	D2	Yes, PK-2	4-Analysis	Levels 2-3
			Partial, The 2007 document qualifies to state				
complete sentences.	Yes	Yes	"understandsimple sentence structures".	2007 PK-2 D1b	Yes	3-Application	3-Application
	Yes, Although						
	the term initial			Descriptor level but			
	understanding	Yes, the intent in both documents		at a different grade			
		is for students to use pronouns	Partial, The "initial understanding" language creates	span. Grade Span	No, 2007 Grade		
initial understanding of the use of pronouns and adjectives.	in the 1997 PI.	and adjectives correctly.	ambiguity as to what degree of mastery is expected.	3-5 D1a	Span 3-5	Levels 2-3	3- Application
		Yes, The intent of both documents					
		is that high frequency grade	Partial, The 2007 document uses qualifying language				
		appropriate words would be	when it states "spell high frequency grade level				
evidence of correct spelling of frequently used words.	Yes	spelled corectly.	words" and use phonic patterns to aid in spelling.	2007 PK-2 D2d	Yes	3-Application	3-Application
few significant errors in the capitalization of proper nouns and of the		-				11	.1
		L	Yes, Although the 1997 document adds the qualifying		V DV 0		
words that begin sentences.	Yes	Yes	language "few significant errors".	2007 D2b	Yes, PK-2	3-Application	3-Application
few significant errors in the use of end stop punctuation (e.g.,			Yes, Although the 1997 document adds the qualifying				
periods, question marks).	Yes	Yes		2007 D2c	Yes, PK-2	3-Application	3-Application
1, 1,	1	Partial, The intent in both			,	- Application	Phiodian
		documents is for students to	Partial, The 2007 language specifies formal and	2007 Grade Span	No, Grade		
	Yes, but at higher	choose language appropriate for	informal discussions, debates, or presentations	6-8 E2 and Grade	Spans 6-8 and		
2. Use oral language appropriate to the level of formality required.	grade spans.	the situation and audience.	appropriate for audience and purpose.	Span 9-D E2.	9-D	2 Application	Levels 3-4
2. 030 oral language appropriate to the level of formality required.	grade sparis.	and situation and addience.	appropriate for addictice and purpose.	Opan 3-D LZ.	0.0	3-Application	Levels 3-4
ELEMENTARY GRADES 3-4	<u> </u>					<u> </u>	
		Yes, The Intent of this 1997 Pi car					
		be found across several PIs and			l <u>_</u>		
	1	descriptors in the 2007 document.			No, The 2007		
		It should be noted that the 2007		2007 3-5	grade span		
[		refers to Edited American English	demonstration of Standard English convention	Performance	configuration is		
Edit written work for standard English spelling and usage,	1	rather than Standard English	knowledge will be a product of editing written work	Indicators D1 and	3-5 rather than		
evidenced by pieces that show and contain:	Yes	Conventions.	while the 2007 document is not as limiting.	D2	3-4	4-Analysis	3-Application
	İ		-		No, The 2007		
					grade span		
			Partial, The wording of this 1997 PI uses the qualifier	2007 3-5 Grade	configuration is		
			" few significant errors" while the 2007 document	Span descriptor	3-5 rather than		
few significant errors in the use of pronouns and adjectives.	Yes	Yes,	states "use correctly".	D1a	3-4	3-Application	3-Application
	1		·		No, The 2007	11	. 1
					grade span		
	1		Partial, the wording of this 1997 PI uses the	2007 3-5 Grade	configuration is		
				Span descriptor	3-5 rather than		
attention to the proper use of adverbial forms and conjunctions.	Yes	Yes		D1a	3-4	3-Application	3-Application
The property of the property o	1		The state of the s	_	No, The 2007	o / ipprioation	o , spirodion
			Partial, the 1997 document uses the qualifier "few		grade span		
			significant errors" while the 2007 document expects		configuration is		
			high frequency grade level words to be spelled	2007 Grade Span	3-5 rather than		
few significant errors in the spelling of frequently used words.	Yes	Yes		3-5 descriptor D2c		3-Application	3-Application
	. 50		y'	- 5 documptor DZ0	No, The 2007	о друповногі	o Application
			The 2007 document has a link that will articulate the		grade span		
no significant errors in the capitalization of words that begin			expectations for correct capitlalization. The CAP		configuration is		
sentences and few significant errors in the capitalization of proper	1			2007 Grade Span	3-5 rather than		
nouns and titles.	Yes	Voc	0 7			0.4	2 Application
nouns and titles.	162	Yes	uocumett.	3-5 descriptor D2b	J-4	3-Application	3-Application
	1				No, The 2007		
					grade span		
					configuration is		
					3-5 rather than		
	1			2007.0	3-4 and part of		
no cignificant arrays in the use of andian arrays that are the same	1			2007 Grade Span	the 1997 PI is		
no significant errors in the use of ending punctuation marks and an				3-5 D2b and Grade			
understanding of how to use commas.	Yes	Yes	commas in grade span 6-8.	Span 6-8 D2a	grade span 6-8.	3-Application	3-Application
		Partial, The intent in both					
		documents is for students to	Partial, The 2007 language specifies formal and	2007 Grade Span	No, Grade		
Use the level of language formality required in a variety of	Yes, but at higher	choose language appropriate for		6-8 E2 and Grade	Spans 6-8 and		
speaking situations.	grade spans.	the situation and audience.	appropriate for audience and purpose.	Span 9-D E2.	9-D	3-Application	Levels 3-4
. •	1	l .	<u> </u>	I - 1	1		1 1 1

	T			T	T.	1	
MIDDLE ODADEO E O							
MIDDLE GRADES 5-8		Yes. The intent of this 1997 Pricar					
		be found across several PIs and					
		descriptors in the 2007 document.			No, The 2007		
		It should be noted that the 2007	Partial, The wording of this 1997 PI expects the	2007 6-8	grade span		
		refers to Edited American English	demonstration of Standard English convention	Performance	configuration is		
<ol> <li>Edit written work for standard English spelling and usage,</li> </ol>		rather than Standard English	knowledge will be a product of editing written work	Indicators D1 and	6-8 rather than		
evidenced by pieces that show and contain:	Yes	Conventions.	while the 2007 document is not as limiting.	D2	5-8	4-Analysis	3-Application
					No, The 2007		
					grade span		
			Partial, The 2007 document expects correct usuage	Grade Span 6-8	configuration is		
	V	V	of other parts of speech beyond pronouns, adjectives	descriptor level D1a	6-8 rather than		
no significant errors in the use of nouns, pronouns, and adjectives.	res	Yes	and nouns.	Dia	5-8 No, The 2007	3-Application	3-Application
					grade span		
few significant errors in the use of adjective forms (e.g.,			Partial, The wording of this 1997 PI uses the qualifier	Grade Span 6-8	configuration is		
comparative, superlative), adverbial forms, prepositions, and			" few significant errors" while the 2007 document	descriptor level	6-8 rather than		
prepositional phrases.	Yes	Yes	states "use correctly".	D1a	5-8	3-Application	3-Application
<u>                                     </u>			, , , , , , , , , , , , , , , , , , ,		No, The 2007	- · · · · · · · · · · · · · · · · · · ·	
					grade span		
			Partial, the wording of this 1997 PI uses the	Grade Span 6-8	configuration is		
			ambiguous language "attention to the proper use"	descriptor level	6-8 rather than		
attention to the proper use of conjunctions.	Yes	Yes	while the 2007 document states "use correctly"	D1a	5-8	3-Application	3-Application
	Partial, The 2007						
	does expect						
	students to apply				No, The 2007		
	the rules of	Partial, The 2007 document	Partial, The 2007 document does not state the		grade span		
no significant errors in the spelling of common, frequently used	spelling to	expect students to correctly spell	expectation of attention to the correct spelling of less	Grade Span 6-8	configuration is		
words, and attention to the correct spelling of commonly misspelled	communicate	frequently misspelled words and	common words or no significant spelling errors in	descriptor level	6-8 rather than		
words and less common words.	effectively.	common homophones.	frequently used words.	D2b	5-8	3-Application	3-Application
			. ,		No, The 2007		- Approximent
no significant errors in the common conventions of capitalization			The 2007 document has a link that will articulate the		grade span		
(e.g., proper nouns, names, titles) and attention to the less			expectations for correct capitlalization. The CAP	Grade Span 6-8,	configuration is		
common capitalization conventions (e.g., capitalizing the names of			thought they were too numerous to list in the	descriptor level	6-8 rather than		
nationalities).	Yes	Yes	document.	D2a	5-8	3-Application	3-Application
					N - Th - 0007		
no significant errors in the use of ending punctuation marks, few		Partial, The 1997 PI has three			No, The 2007 grade span		
significant errors in the common uses of commas, and attention to		levels of qualifiers: "no significant	Partial, The 2007 document's expectations for	Grade Span 6-8,	configuration is		
the proper use of the colon, semicolon, hyphen, dash, apostrophe,		details", "few significant details",	punctuation include correct use of commas and semi-	descriptor level	6-8 rather than		
and quotation marks.	Yes	and "attention to".	colons.	D2a	5-8	3-Application	3-Application
and quotation market			Partial, The 2007 descriptor expects correct spelling			отрыванон	o / tppilodion
			for commonly misspelled words and homophones		No, The 2007		
			while the 1997 document expects attention to		grade span		
			commonly confused terms and gives two	Grade Span -8	configuration is		
attention to the correct use of commonly confused terms (e.g.,			homophones as examples for commonly confused	descriptor level	6-8 rather than		
affect and effect).	Yes	Partial	terms.	D2b	5-8	3-Application	3-Application
	Partial The 2007				No, The 2007 grade span		
		Partial, The 2007 citation	Partial, The 1997 document's "attention to" language		configuration is		
		expectations are found in the	leaves lingering questions about to what degree of	Grade Span 6-8	6-8 rather than		
attention to the proper use of italics, marginal notes, and footnotes.	notes.	Research descriptors.	precision is the skill demonstrated.	C1h	5-8	3-Application	3-Application
and notifices.	res, Both		Partial, The 1997 document targets a peer audience			o Application	o Application
	documents	Partial, The 2007 document	for the informal speech or presentation and expects		No, The 2007		
	expect students	expands the expectation beyond	the speaker to engage peers and field responses.	Grade Span 6-8	grade span		
Demonstrate command of the conventions necessary to make	to develop oral	presentations to include	The 2007 document leaves open whom the audience		configuration is		
an informal speech or presentation, effectively engaging peers and	presentation	expectations for formal and	may be and the descriptors provide parameters for	E2 Speaking and	6-8 rather than		
fielding responses.	skills.	informal discussions and debates.	oral speaking situations.	its descriptors.	5-8.	3-Application	3-Application
SECONDARY GRADES							
		res, The Intent of this 1997 Pi car					
		be found across several PIs and			=		
		descriptors in the 2007 document.	Build The College of the Control of	2227.2.2	No, The 2007		
		It should be noted that the 2007	Partial, The wording of this 1997 PI expects the	2007 6-8	grade span		
Edit written work for standard English spelling and usage,		refers to Edited American English	demonstration of Standard English convention	Performance	configuration is		
evidenced by pieces that show and contain:	Yes	rather than Standard English Conventions.	knowledge will be a product of editing written work while the 2007 document is not as limiting.	Indicators D1 and D2	6-8 rather than 5-8	4 4	2 Application
evidenced by pieces that show and contain.	162	Conveniions.	write the 2007 document is not as illilling.	D2	J-0	4-Analysis	3-Application

							_
					2007		
					document's 9-D		
					language		
					expects the		
					appropriate use		
					of diction,		
					syntax, and		
					figurative		
					language to suit		
			Partial, The 2007 document expects correct usuage	Grade Span 6-8	purpose,		
no significant errors in the use of pronouns, nouns, adjectival and			of other parts of speech beyond pronouns, adjectives		context, and		
adverbial forms	Yes	Yes	and nouns.	D1a	audience.	0 4	2 Application
adverbiai ioitiis	100, 1110	163	and nouns.	Dia	addience.	3-Application	3-Application
	subsumed in the						
	2007 9-D				No, The		
	Grammar and				expectation is		
	Usage				stated in a		
	expectations and				descriptor for		
	stated in the				2007 Grade		
	2007 6-8	Yes, The 2007 document expects	Partial, The language is not an exact match and the	2007 Grade Span	Span 6-8 and		
	Grammar and	students to use forms of	intent of correct use of conjunctions is unclear in the	6-8 D1a and	implied in a		
	Usage	conjunctions correctly in the 6-8	1997 expectation that edited written work show and	implied in 2007 9-	2007 9-D		
coordinating and subordinating conjunctions.	expectations.	grade span descriptor D1a.		D D1a.	descriptor.	3-Application	3-Application
3 7 7 7 7 7	Yes, It is implied	- 1 1 1 1	Partial, The wording the 2007 9-D PI and descriptor		No, The 2007	11	11
	in the 2007 9-D		is broader and includes appropriate punctuation,	2007 Grade Span	grade span is 9-		
no significant errors in the spelling of frequently used words and the	Mechanics	Yes, correct spelling is an		9-D Mechanics	D rather than 9-		
correct use of commonly confused terms.	descriptor.	expectation in both documents.	purpose and audience.	D2a descriptor.	12.	3-Application	3-Application
,					INO, IL IS IOUNG III		
					2007 Grade		
					Span 6-8		
					descriptor D2a		
			Partial, The 2007 document expects correct	2007 Grade Span	and implied in		
		Yes, correct capitalization and	punctuation beyond just ending punctuation and	6-8 D2a and	the		
no significant errors in the common conventions of capitalization		punctuation are expected in both	using commas correctly at the 6-8 Grade Span and	implied in 2007 9-	expectations of		
and ending punctuation marks and common uses of the comma.	Yes	documents.	this expectation is implied in the 9-D Grade Span.	D D2a.	9-D D2a.	3-Application	3-Application
few significant errors in the spelling of commonly misspelled and		Yes, Both documents expect		2007 Grade Span	No, In 2007 the		
	Yes, implied in	appropriate use of punctuation		9-D Mechanics	grade span		
rare words, the less common capitalization conventions, the colon,	the expectations	and spelling as well as using		D2a and 2007	configuration is		
semicolon, hyphen, dash, apostrophe, quotation marks, italics,	of 9-D	appropriate structures to suit	that will be found in the links off from the 2007	Grade Span 9-D	9-D rather than		
marginal notes, and footnotes.	Mechanics.	purpose, context, and audience.	document.	Research C1e.	9-12.	3-Application	3-Application
					No, in 2007 the		
		Yes, the distinction between	Partial, The 2007 document provides limits of the		grade span		
	Yes, In 2007 it is	language use in formal and	application to formal and informal discussions,		configuration is		
lo Boundard Landard Comment	implied in	informal contexts is expected in	debates, or presentations appropriate for audience	2007 Grade Span	9-D rather than		
2. Demonstrate how language usage may depend on the situation.	Speaking E2.	both documents.	and purpose.	9-D Speaking E2	9-12.	3-Application	3-Application
	1	Partial, The 2007 document	Partial, The 1997 document targets a peer audience for the informal speech or presentation and expects		No, In 2007 the		
	1	*					
3. Demonstrate command of the conventions involved in a formal	1	expands the expectation beyond presentations to include	the speaker to engage peers and field responses.		grade span configuration is		
speech, effectively engaging peers during presentation and fielding	Voc. In 2007 it :-		The 2007 document leaves open whom the audience	2007 Grada Sac-	9-D rather than		
	in Speaking E2.	informal discussions and debates.	may be and the descriptors provide parameters for oral speaking situations.	2007 Grade Span 9-D Speaking E2	9-D rather than 9-12.	2 Appliaction	2 Application
responses afterwards.	iii Opeakiiig EZ.	miorinai discussions and depates.	oral speaking situations.	o-ט Opeaking EZ	J-14.	3-Application	3-Application
	1				Ì		
G. STYLISTIC AND RHETORICAL ASPECTS OF							
WRITING AND SPEAKING	1				1		
WALLING AND SPEAKING							
	1				Ì		
Students will use stylistic and rhetorical aspects of writing	1						
	1				Ì		
and speaking to explore ideas, to present lines of thought, to	1						
represent and reflect on human experience, and to	1						
communicate feelings, knowledge, and opinions. Spoken,	1	Partial, The 2007 document is			Since the link is		
written, and non-verbal visual language (e.g., facial		rooted deeply in skills for career,			at the content		
expressions, styles of clothing) accomplish many purposes		college and citizenship and the			standard level		
(e.g., enjoyment, learning, persuasion, and the exchange of	document gives	expectation to analyze or present	No, A common complaint from teachers using the		in both		
	separate content		1997 content standard "G" PIs was their vague		documents, the		
information). Writing and speaking for various purposes and	standards to	the content standard language, in	language. Many often said it was difficult to discern		expectation		
for different audiences requires rhetorical skill and stylistic	writing and	PI language, and in descriptor	what mode of writing the PIs measured. The 2007	Content Standard	applies across		
competence.	speaking.	language.	document addresses this confusion.	level	all grade spans.	Levels 3-5	Levels 3-5
ELEMENTARY GRADES Pre-K-2							
L	1	1	1	1	1	1	1

Dictate or write stories or essays which convey basic ideas, have sequences that make sense, and show evidence of a beginning, middle, and ending.	Partial, The 2007 document gives separate PIs for anrative writing and expository writing.	Partial, The 2007 document gives much more specificity in the PI and its descriptors to provide guidance about the parameters of the expectation.	Partial, The 2007 document does not allow for dictation in its PI or descriptor language.	Across 4 2007 Pls and their descriptors.	Yes	Levels 3-5	Levels 3-5
ELEMENTARY GRADES 3-4							
Write pieces and make remarks that begin to use descriptive language that clarifies, enhances, and develops ideas.	Partial, in the 2007 document more specificity is given as to the role of details for each mode of writing.	Partial, In the 2007 document descriptive language is articulated for narrative writing while expository writing describes more specifically the role of details for each mode.	Partial, The mode is unclear in this 1997 PI.	PI and descriptor level B2a and B3a	No, 2007 PK-2	Levels 3-5	Levels 3-5
Write stories (or other pieces) that show a definite beginning (introduction), middle (body), and ending (conclusion).	Partial, The 1997 language places all the emphasis on structure.	Partial, The expectation for a piece of writing that is appropriately organized for the purpose and audience is subsumed in the PI s and descriptors in the 2007 document.	Partial, In the 2007 document, the structure is defined by the mode and more attention is given to the purpose for students using that particular mode and the parameters around depth of the writing.	This 1997 PI language is subsumed in the mode of the 2007 PIs and the language of the PIs and descriptors.	No, In 2007 the grade span configuration is 3-5 not 3-4.	Levels 3,5	Levels 3-5
Write essays and make remarks that clearly state or suggest a central idea and provide supporting detail.	Partial, The 2007 document separates writing and speaking into separate content standards and their PIs and descriptors.		The 2007 document expands the idea to include a central question or idea.	Descriptor Level B3b	No, In 2007, the grade span configuration is 3-5 rather than 3-4.	Levels 3-5	Levels 3-5
Write pieces that show awareness of a variety of intended audiences and identifiable purposes.	Yes	Yes	In 2007, this overarching expectation is articulated in content standard B1 interconnected elements.	2007 Interconnected Elements B1	grade span configuration is 3-5 rather than 3-4.	Levels 3-5	Levels 3-5
Explain the various purposes of spoken communications	No	Partial, The 2007 document does				2-Comprehension	
Explain how speakers use physical gestures and eye contact an use this knowledge in their own presentations.	document focuses on		Partial, The 2007 document expects the demonstration of 3 additional speaking skills beyond eye contact and gestures.	2007 Descriptor Level Speaking E2c	No, In 2007, the grade span configuration is 3-5 rather than 3-4.	Levels 2, 3	3-Application
Use a variety of media and technological resources to make creative and expository oral presentations.	Partial, The 2007 document expects a purposeful use of media to extend and support oral, written, and visual communication.	Partial, It is unclear in the 1997 PI the value added when a variety of media and technology resources are used to make creative and expository oral presentations,	Partial, both documents expect that media will be used.	2007 Grade Span 6-8 Descriptor Level Speaking E2e	No, In the 2007 document, it is found in the 6-8 grade span.	3-Application	3-Application
MIDDLE GRADES 5-8							
Write stories with an identifiable beginning, middle, and ending.	Partial, The 1997 language places all the emphasis on structure.	Partial, The 2007 PI as a much wider application for narrative writing.	Partial, The 2007 PI and its descriptors move beyond organizational structure to the purposes and parameters for using narrative writing.	2007 Descriptor level B2a	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 3,5	Levels 3-5
Write stories that include major events, develop settings, and deal with problems and solutions.		Partial, The 2007 PI as a much wider application for narrative writing.	Partial, The 2007 PI and its descriptors move beyond just story elements to the other purposes and parameters for using narrative writing.	2007 Descriptor level B2a	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 3,5	Levels 3-5

	I .	T		I.	1		
Write pieces and deliver oral presentations that use structures appropriate to audience and purpose.	and speaking into	Yes, both documents expect the audience and purpose of a piece of writing will inform the structures that are selected.	Yes, The expectation of using structures appropriate to audience and purpose is articulated in each writing Pl's descriptors in the 2007 document.		No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	3-Application	Levels 3-5
Write essays and deliver oral presentations which identify a clear topic and reliably support that topic.	Partial, the 2007 Pis and their descriptors are much more specific.	Partial, The language is broad and ill-defined in the 1997 Pl and in 2007 writing and speaking are in different content standards.	The 2007 expository writing PIs and descriptors are more specific regarding purpose and parameters for	2007 B3a, B3b, B4a	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 3-5	Levels 3-5
Write for both public and private audiences.	Partial, implied but not specifically stated in the 2007 document.	Partial, The language in the 2007 document states a variety of audiences.	Partial, The language in the 2007 document does not state both public and private audiences.	2007 PI level B1	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	3-Application	3-Application
Write and deliver oral presentations that achieve distinct purposes (e.g., to summarize, to narrate, to inform, to explain).	and speaking into	Yes, both documents expect writing and speaking demonstrations to achieve distinct purposes.		2007 Document Embeded in the PIs and their descriptors-E2a-d, B1,B2a-d, B3a-b, B4a, B5a-d	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 2-6	Levels 3-6
7. Write pieces and make remarks that use descriptive language to clarify, enhance, and develop ideas.	Partial, the 2007 document places the expection on stylistic devices at the descriptor level. At the PI level, the 2007 document has a much broader role for narrative writing.	Partial, both documents expect ideas will be developed, clarified, and enhanced in the writing and speaking.	Partial, the 1997 document places the expectation on descriptive language rather than the broader element called stylistic devices. In the 2007 document writing and speaking are separted into separate content standards and PI s.	2007 Descriptor level B2d	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	3-Application	3-Application
Write pieces and deliver oral presentations that include a variety of sentence structures appropriate to the purpose.	Yes, but the 2007 document separates writing and speaking into separate content standards.		Partial, the 2007 document keeps the purpose broad- to communicate while the 1997 document expects the purpose will drive decisions about sentence structure.	2007 D1	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	3-Application	
9. Write pieces that use a variety of transitional devices (i.e. phrases, sentences, paragraphs).	Yes	Yes	Partial, The 2007 document does not devote a PI solely to transitional devices.	2007 Descriptor level D1a	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	3-Application	3-Application
10. Deliver oral presentations that use a variety of strategies of address (e.g., eye contact, hand gestures, voice modulation, changes of rhythm).	Yes	Yes	Close	2007 Descriptor level E2b	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	3-Application	3-Application
SECONDARY GRADES							
							·

specifically if artial, the language in the 2007 of controlled for some state							
Portist, The 1987 and the description and colorations that effectively develop such observations that are targeted for water and deliver oral presentations that are targeted for water and colorations.  3. White parces and deliver oral presentations that are targeted for water and colorations and colorations.  3. White parces and deliver oral presentations that are targeted for water and colorations.  3. White parces and deliver oral presentations that are targeted for water and colorations.  3. White parces and deliver oral presentations that are targeted for water and colorations.  3. White parces and deliver oral presentations that are targeted for water and colorations.  4. White parces and deliver oral presentations that are targeted for water and colorations.  5. White parces are deliver oral presentations that are targeted for water and colorations.  5. White parces are deliver oral presentations that are targeted for water and colorations.  5. White parces are deliver oral presentations that are targeted for water and colorations.  5. White parces are deliver oral presentations that are targeted for water and colorations.  5. White parces are deliver oral presentations that are targeted for water parcel water and colorations.  5. White parces are deliver oral presentations that are targeted for water parcel water and colorations.  5. White parces are deliver oral presentations that are targeted for water parcel water and colorations.  5. White parces are deliver oral presentations that are targeted for water parcel water and colorations.  5. White parces are deliver oral presentations that are targeted for water parcel water and deliver oral presentations that are targeted for water parcel water and colorations.  5. White parces and deliver oral presentations that are targeted for water parcel water and colorations.  5. White parces and deliver oral presentations that are targeted for water parcel water and colorations.  5. White parces and deliver oral presentations that are targeted for water parcel wa							
Portial, The 1992 programs and deliver and presentations that effectively consistent that are targeted for configuration and deliver and presentations that are targeted for configuration and deliver and presentations that are targeted for configuration and deliver and presentations that are targeted for configuration and deliver and presentations that are targeted for configuration and deliver and presentations that are targeted for configuration and deliver and presentations that are targeted for configuration and deliver and presentations that are targeted for configuration and deliver and presentations that are targeted for configuration and deliver and presentations that are targeted for configuration and deliver and presentations that are targeted for configuration and deliver and presentations that are targeted for configuration and deliver and presentations that are targeted for configuration and deliver and presentations that are targeted for configuration and deliver and presentations that are targeted for configuration and deliver and presentations that are targeted for configuration and deliver and presentations that are targeted for configuration and deliver and presentations that are targeted for configuration and deliver and presentations that are targeted for configuration and deliver and presentations that are targeted for configuration and deliver and presentations that are targeted for configuration and deliver and presentations that are targeted for configuration and deliver and presentations that are targeted for configuration and deliver and presentations that are targeted for configuration and deliver and presentations that are targeted for configuration and deliver and presentations that are targeted for configuration and deliver and presentations that are targeted for configuration and deliver and presentations that are targeted for configuration and deliver and presentations that are targeted for configuration and deliver and presentations that are targeted for configuration and deliver							
Partial, The 1907  Facility The							
The stories that effectively develop such elements as setting.  1. Write stories that effectively develop such elements as setting.  2. Write pieces and deliver onal presentations that include a verificial setting and several							
Partial. The 1907 Improvements, problems and effectively develop auch elements as setting, The second of the secon							
selectively and selectively develop such elements as setting.  **Person The 1971 imaging or levertia, problems and solutions.**  **Person The 1972 imaging or levertia, problems and solutions.**  **Person The 1972 imaging or levertia, problems and solutions.**  **Person The 1972 imaging or levertia, problems and solutions.**  **Person The 1972 imaging or levertia, problems and solutions.**  **Person The 1972 imaging or levertia, problems and solutions.**  **Person The 1972 imaging or levertia, problems and solutions.**  **Person The 1972 imaging or levertia, problems and solutions.**  **Person The 1972 imaging or levertia, problems and solutions.**  **Person The 1972 imaging or levertia, problems and solutions.**  **Person The 1972 imaging or levertia, problems and solutions.**  **Person The 1972 imaging or levertia, problems and solutions.**  **Person The 1972 imaging or levertia, problems and solutions.**  **Person The 1972 imaging or levertia, problems and solutions.**  **Person The 1972 imaging or levertia, problems and solutions.**  **Person The 1972 imaging or levertia, problems and solutions.**  **Person The 1972 imaging or levertia, problems and solutions.**  **Person The 1972 imaging or levertia, problems and solutions.**  **Person The 1972 imaging or levertia, problems and solutions.**  **Person The 1972 imaging or levertia, problems and solutions.**  **Person The 1972 imaging or levertia, problems and solutions.**  **Person The 1972 imaging or levertia, problems and solutions.**  **Person The 1972 imaging or levertia, problems and solutions.**  **Person The 1972 imaging or levertia, problems and solutions.**  **Person The 1972 imaging or levertia, problems and solutions.**  **Person The 1972 imaging or levertia, problems and solutions.**  **Person The 1972 imaging or levertia, problems and solutions.**  **Person The 1972 imaging or levertia, problems and solutions.**  **Person The 1972 imaging or levertia, problems and solutions.**  **Person The 1972 imaging or levertia, problems and solutions.**  **P							
Protest. The 1997 increased to the effectively develop such elements as setting.  1. Write stories that effectively develop such elements as setting.  1. Write stories that effectively develop such elements as setting.  2. Write process and deliver oral presentations that implicate a variety of elements. The 2007 society of the 2007 cocument of sentence structures and lengths.  3. Write process and deliver oral presentations that are targeted for sentences of sentence structures and deliver oral presentations that are targeted for sentences and engine.  4. Write process and deliver oral presentations that are targeted for sentences and engine.  5. Write process and deliver oral presentations that are targeted for sentences and engine.  7. We, but the 2007 cocument or segonds and deliver oral presentations that are targeted for sentences and engine.  8. Write process and deliver oral presentations that are targeted for sentences and engine.  9. Write process and deliver oral presentations that are targeted for sentences and engine.  9. Write process and deliver oral presentations that are targeted for sentences and engine.  9. Write process and deliver oral presentations that are targeted for sentences and engine.  9. Write process and deliver oral presentations that are targeted for sentences and engine.  9. Write process and deliver oral presentations that are targeted for sentences and engine.  9. Write process and deliver oral presentations that are targeted for sentences and engine.  9. Write process and deliver oral presentations that are targeted for sentences are already to the							
Pental. The 1987 Integrage addressed only personal transfer or control of the pental transfer of the pental transf							
Polisi. The 1997 broaders and solutions of market effectively develop such elements as setting, and deliver oral presentations that include a variety of sentence structures and deliver oral presentations that include a variety of sentence structures and deliver oral presentations that are targeted for sentences and deliver oral presentations t							
Parial, The 1997 Parial and solutions.  Parial, The 2007 Pile a much interpretation from an expensive problems and solutions.  Parial, The 2007 Pile a much interpretation from an expensive problems and solutions.  Parial, The 2007 Pile a much interpretation from an expensive problems and solutions.  Parial, The 2007 Pile a much interpretation from an expensive problems and elever oral presentations that effectively use problems are risk for applications of a descriptive language to clarify, inchance, and develople ideas.  Parial, The 2007 Accounters appear in the 1997 document places the expectation or individual control of an expensive problems.  Parial, The 2007 Accounters appear in the 1997 document places the expectation or individual control of an expensive problems.  Parial, The 1997 accounters appear in the 1997 document places the expectation or individual control of an expensive problems.  Parial, The 1997 accounters appear in the 1997 document places the expectation or individual control of an expensive problems.  Parial, The 1997 accounters appear in the 1997 document places the expectation or individual control of an expensive problems.  Parial, The 1997 accounters appear in the 2007 document places the expensive propose will dive decisions about sentence structures and lengths.  Parial, The 1997 accounters appear in the 2007 document separate content in an expensive propose will dive decisions about sentence structures and lengths.  Parial, The 1997 accounters appear in the 2007 document separate content in an expensive propose will dive decisions about sentence separate content in an expensive propose will dive decisions about sentence separate content in an expensive propose will dive decisions about sentence separate content in an expensive propose will dive decisions about sentence separate content in an expensive propose will dive decisions about sentence in the purpose will dive decisions about sentence in the administration of the information in the infectively in the purpose will dive decis							
Partial. The 1997 Partial. The 2007 Plas a much proposed process and deliver oral presentations that include a variety or surpose should be a deliver oral presentations that are targeted for surpose should be a deliver oral presentations that are targeted for surpose should be a deliver oral presentations that are targeted for surpose should be a deliver oral presentations that are targeted for surpose should be a deliver oral presentations that are targeted for surpose should be a deliver oral presentations that are targeted for surpose should be a deliver oral presentations that are targeted for surpose should be a deliver oral presentations that are targeted for surpose should be a deliver oral presentations that are targeted for surpose should be a deliver oral presentations that are targeted for surpose should be a surpose should							
If Wite stories that effectively develops such elements as settling.  If we shared and solutions.  If we shared and solutions.  Partial, The 2007 Pie as a much solutions.  Partial, The 2007 grade span 6-8 descriptor level.  Partial, the 2007 grade span 6-8 descriptor level.  Partial, the 1907 document places the expectation on the descriptor level.  Partial, the 1907 document places and deliver oral presentations that are turgeted for expension striptors or spansing series.  Yes, but the 2007 grade span 6-8 descriptor level.  Partial, the 1907 document places the expectation or all the solutions while the solutions will be developed; fuelfield, because it is expensive series.  Yes, but the 2007 document leagues to clarify, enhance, and develop rideas.  Yes, but the 2007 grade span 6-8 descriptor level.  Partial, the 1907 document places the expectation or all the solutions will be descriptory to the descriptory to the solutions will be described at an inserting solution to descriptory to the solutions will be described at an inserting solution to descriptory to the solutions will be described at an inserting solution to describe will be solved to the solutions will be described to the solutions		Partial The 1997					
1. Write places and deliver oral presentations that include a variety story extension for a resistance of a search of search or search of search or search o							
1. Write pieces and deliver oral presentations that include a variety of sentence structures and lengths.  2. Write pieces and deliver oral presentations that include a variety of sentence structures and lengths.  3. Write pieces and deliver oral presentations that include a variety of sentence structures and lengths.  4. Write pieces and deliver oral presentations that include a variety of sentence structures and lengths.  5. Write pieces and deliver oral presentations that an expectation or business.  5. Write pieces and deliver oral presentations that include a variety of sentence structures and lengths.  6. Write pieces and deliver oral presentations that affectively use of sentence structures and lengths.  7. Write pieces and deliver oral presentations that include a variety of sentence structures and lengths.  8. Write pieces and deliver oral presentations that include a variety of sentence structures and lengths.  9. Partial. The 2007 document length the purpose broads of an exteriling spain.  9. Partial. The language in the 2007 document length the document states as variety of document lengths deciments about sentence structures and lengths.  9. Partial. The language in the 2007 document speaking pilocases.  9. Partial. The language in the 2007 document speaking pilocases over the sentence structures and deliver oral presentations that are targeted for variety and speaking and							
Partial, the 2007 document places the expectation or level to 2007 grade apan 6-8 descriptor level. 6-8 82n orders apans. Levels 3-5 (avels 3-5 average 3-5). A very size of the descriptor level to 2007 grade apans 6-8 descriptor level. The 2007 document level to 2007 grade apans 6-8 descriptor level. The 2007 document level to 2007 grade apans 6-8 descriptor level. The 2007 document level to 2007 grade apans 6-8 descriptor level. The 2007 document level to 2007 grade apans 6-8 descriptor level. The 2007 document level to 2007 grade apans 6-8 descriptor level. The 2007 document level to 2007 grade apans 6-8 descriptor level. The 2007 document level to 2007 grade apans 6-8 descriptor level. The 2007 document level to 2007 grade apans 6-8 descriptor level. The 2007 document level to 2007 grade apans 6-8 descriptor level. The 2007 document level to 2007 grade apans 6-8 descriptor level. The 2007 document level to 2007 grade apans 6-8 descriptor level. The 2007 document level to 2007 grade apans 6-8 descriptor level. The 2007 document level to 2007 grade apans 6-8 descriptor level. The 2007 document level to 2007 grade apans 6-8 descriptor level. The 2007 document level to 2007 grade apans 6-8 descriptor level. The 2007 document level to 2007 grade apans 6-8 descriptor level. The 2007 document level to 2007 grade apans 6-8 descriptor level. The 2007 document level to 2007 grade apans 6-8 descriptor level. The 2007 document level to 2007 grade apans 6-8 descriptor level. The 2007 document level to 2007 grade apans 6-9 descriptor level. The 2007 document level to 2007 grade apans 6-9 descriptor level. The 2007 document level to 2007 grade apans 6-9 descriptor level. The 2007 document level to 2007 grade apans 6-9 descriptor level. The 2007 document level to 2007 documen	1. Write stories that effectively develop such elements as setting,			2007 Grade Span			
Parisi, the 2007 document places the expectation on sit the design gate for single specific contact rote to a sit the design gate of safety, enhance, and develop ideas.  2. Write pieces and deliver oral presentations that include a variety of personal contents of substantial contents of substa		,	Close at the 2007 grade span 6-8 descriptor level.		grades spans.	Levels 3-5	Levels 3-5
document places in the expectation on stylistic devices at the theoretical to the develoption on stylistic devices and deliver oral presentations that effectively use descriptive language to clarify, enhance, and develop ideas.  2. Write pieces and deliver oral presentations that include a variety of sentence structures and deliver oral presentations that are targeted for surface, and deliver oral presentations that are targeted for surfaces and deliver oral presentations that are targeted for surfaces and deliver oral presentations that are targeted for surfaces and deliver oral presentations that are targeted for surfaces and deliver oral presentations that are targeted for surfaces and deliver oral presentations that are targeted for surfaces and deliver oral presentations that are targeted for surfaces and deliver oral presentations that are targeted for surfaces.  4. Write pieces and deliver oral presentations that are targeted for surfaces and deliver oral presentations that are targeted for surfaces.  5. Write pieces and deliver oral presentations that are targeted for surfaces.  5. Write pieces and deliver oral presentations that are targeted for surfaces.  6. Write pieces and deliver oral presentations that are targeted for surfaces.  7. Ves. but the 2007 document states a variety of administration to a variety of surfaces.  8. Ves. but the 2007 document states as variety of administration to a variety of surfaces.  8. Ves. but the 2007 document states as variety of administration to a variety of surfaces.  8. Ves. but the 2007 document states as variety of administration to a variety of surfaces.  8. Ves. but the 2007 document states as variety of administration to a variety of surfaces.  9. Ves. but the 2007 document states as variety of administration to a variety of surfaces.  9. Ves. but the 2007 document states as variety of administration to a variety of surfaces.  9. Ves. but the 2007 document states as variety of administration to a variety of surfaces.  9. Ves. but the 2007 document than the	7		Close at the 2001 grade opan of accompton leven		5	2010.000	2010.000
document places in the expectation on stylistic devices at the theoretical to the develoption on stylistic devices and deliver oral presentations that effectively use descriptive language to clarify, enhance, and develop ideas.  2. Write pieces and deliver oral presentations that include a variety of sentence structures and deliver oral presentations that are targeted for surface, and deliver oral presentations that are targeted for surfaces and deliver oral presentations that are targeted for surfaces and deliver oral presentations that are targeted for surfaces and deliver oral presentations that are targeted for surfaces and deliver oral presentations that are targeted for surfaces and deliver oral presentations that are targeted for surfaces and deliver oral presentations that are targeted for surfaces and deliver oral presentations that are targeted for surfaces.  4. Write pieces and deliver oral presentations that are targeted for surfaces and deliver oral presentations that are targeted for surfaces.  5. Write pieces and deliver oral presentations that are targeted for surfaces.  5. Write pieces and deliver oral presentations that are targeted for surfaces.  6. Write pieces and deliver oral presentations that are targeted for surfaces.  7. Ves. but the 2007 document states a variety of administration to a variety of surfaces.  8. Ves. but the 2007 document states as variety of administration to a variety of surfaces.  8. Ves. but the 2007 document states as variety of administration to a variety of surfaces.  8. Ves. but the 2007 document states as variety of administration to a variety of surfaces.  8. Ves. but the 2007 document states as variety of administration to a variety of surfaces.  9. Ves. but the 2007 document states as variety of administration to a variety of surfaces.  9. Ves. but the 2007 document states as variety of administration to a variety of surfaces.  9. Ves. but the 2007 document states as variety of administration to a variety of surfaces.  9. Ves. but the 2007 document than the							<b> </b>
document places in the expectation on stylistic devices at the theoretical to the develoption on stylistic devices and deliver oral presentations that effectively use descriptive language to clarify, enhance, and develop ideas.  2. Write pieces and deliver oral presentations that include a variety of sentence structures and deliver oral presentations that are targeted for surface, and deliver oral presentations that are targeted for surfaces and deliver oral presentations that are targeted for surfaces and deliver oral presentations that are targeted for surfaces and deliver oral presentations that are targeted for surfaces and deliver oral presentations that are targeted for surfaces and deliver oral presentations that are targeted for surfaces and deliver oral presentations that are targeted for surfaces and deliver oral presentations that are targeted for surfaces.  4. Write pieces and deliver oral presentations that are targeted for surfaces and deliver oral presentations that are targeted for surfaces.  5. Write pieces and deliver oral presentations that are targeted for surfaces.  5. Write pieces and deliver oral presentations that are targeted for surfaces.  6. Write pieces and deliver oral presentations that are targeted for surfaces.  7. Ves. but the 2007 document states a variety of administration to a variety of surfaces.  8. Ves. but the 2007 document states as variety of administration to a variety of surfaces.  8. Ves. but the 2007 document states as variety of administration to a variety of surfaces.  8. Ves. but the 2007 document states as variety of administration to a variety of surfaces.  8. Ves. but the 2007 document states as variety of administration to a variety of surfaces.  9. Ves. but the 2007 document states as variety of administration to a variety of surfaces.  9. Ves. but the 2007 document states as variety of administration to a variety of surfaces.  9. Ves. but the 2007 document states as variety of administration to a variety of surfaces.  9. Ves. but the 2007 document than the		D (1.1 / 2007)					<b> </b>
the expection of sylvitate devices and deliver oral presentations that effectively use descriptive language to clarify, enhance, and develop ideas.  2. Write pieces and deliver oral presentations that include a variety of accument support document supports writing and speaking.  3. Write pieces and deliver oral presentations that are targeted for various audiences (e.g., informed or uninformed, sympathetic or hostile).  4. Write pieces and deliver oral presentations that are targeted for various audiences (e.g., informed or uninformed, sympathetic or hostile).  5. Write pieces and deliver oral presentations that are targeted for various audiences (e.g., informed or uninformed, sympathetic or hostile).  5. Write pieces and deliver oral presentations that are targeted for various audiences (e.g., informed or uninformed, sympathetic or hostile).  5. Write pieces and deliver oral presentations that are targeted for various audiences (e.g., informed or uninformed, sympathetic or hostile).  5. Write pieces and deliver oral presentations that are targeted for various audiences (e.g., informed or uninformed, sympathetic or hostile).  5. Write pieces and deliver oral presentations that are targeted for various audiences (e.g., informed or uninformed, sympathetic or hostile).  5. Write pieces and deliver oral presentations that achieve district classification is parameter writing and speaking and							<b> </b>
a sylistic devices at the descriptor land the strip of th							<b> </b>
at the descriptor level. The 2007 level The 2007 level The 2007 leads a much clear the 2007 leads and the strength of the 2007 leads and the strength of the 2007 leads and strength of th					No It is at a		<b> </b>
level. The 2007   arrial, both documents expect descriptive language rather than the broader element broader element broader role for a descriptive language to clarify, enhance, and develop ideas.    Ves. but the 2007 document separate writing and speaking are separated into separate content is standards and P1 s.			Partial the 1997 document places the expectation on				<b> </b>
Plas a much process and deliver oral presentations that effectively used descriptive language to clarify, enhance, and develop ideas.  We, but the 2007 additional and pasking in level process and deliver oral presentations that include a variety of sentence structures and lengths.  We that the 2007 additional and pasking in level process and deliver oral presentations that include a variety of sentence structures and lengths.  Partial, the 2007 document seeps the purpose will drive decisions about sentence structure.  Partial, the 2007 document seeps the purpose will drive decisions about sentence structure.  Partial, the 2007 document seeps the purpose will drive decisions about sentence structure.  Partial, the 2007 document seeps the purpose will drive decisions about sentence structure.  Partial, the 2007 document seeps the purpose will drive decisions about sentence structure.  Partial, the 2007 document seeps the purpose will drive decisions about sentence structure.  Partial, the 2007 document seeps the purpose will drive decisions about sentence structure.  Partial, the 2007 document seeps the purpose will drive decisions about sentence structure.  Partial, the 2007 document seeps the purpose will drive decisions about sentence structure.  Partial, the 2007 document separate content states a variety of such document states a variety of sudice sea.  Partial, the 2007 document speaking pl focuses content states a variety of sudices.  Partial, the 2007 document speaking pl focuses content states a variety of sudices.  Partial, the 2007 document speaking pl focuses content states a variety of sudices.  Partial, the 2007 document speaking pl focuses content states a variety of sudices.  Partial, the 2007 document speaking pl focuses content states a variety of sudices.  Partial, the 2007 document speaking pl focuses content states a variety of sudices.  Partial, the 2007 document speaking pl focuses content states a variety of sudices.  Partial, the 2007 document speaking plus plus plus plus plus plus plus p							<b> </b>
2. Write pieces and deliver oral presentations that effectively and peaking into reaction of sentence structures and legiver oral presentations that are larged of sentence structures and deliver oral presentations that are larged of review of sentence structures and deliver oral presentations that are larged of review of sentence structures and deliver oral presentations that are larged of review of sentence structures and deliver oral presentations that are larged of the 2007 document states a variety of various audiences (e.g., informed or uninformed, sympathetic or hostile).  2. Write pieces and deliver oral presentations that are larged of the sentence structure.  3. Write pieces and deliver oral presentations that are larged of the sentence structures.  4. Write pieces and deliver oral presentations that are larged of the sentence structure.  4. Write pieces and deliver oral presentations that are larged of the sentence structure.  5. Write pieces and deliver oral presentations that are larged of the sentence structure.  5. Write pieces and deliver oral presentations that are larged of the sentence structure.  6. Write pieces and deliver oral presentations that are larged of the sentence structure.  6. Write pieces and deliver oral presentations that archieve distinct shaded and presentations that are larged of the sentence structure.  5. Write pieces and deliver oral presentations that archieve distinct shaded and presentations that archieve distinct shaded and presentations that archieve distinct shaded in the sparates writing and speaking into version that shaded in the sparates writing and speaking into version that shaded in the sparates writing and speaking into version that shaded in the sparates writing and speaking into version that shaded in the sparates writing and speaking into version that shaded in the sparates writing and speaking into version that shaded in the sparates writing and speaking into version that shaded in the sparates writing and speaking into version that the shaded in the spa							
descriptive language to clarify, enhance, and develop ideas.  Application  Yes, but the 2007 document surviving apeaking.  Yes, but this 1907 expectation is parameter content attributed at an earlier grade structure.  Partial, the 2007 document sepace the purpose broad-special content structure.  Partial, the 2007 document state to grade span to communicate white the 1907 document expects the purpose will drive decisions about sentence structure.  Partial, the 2007 document state as a variety of southern structure.  Partial, the 2007 document state as a variety of southern structure.  Partial, the 2007 document state as a variety of southern structure.  Partial, the 2007 document state as a variety of southern structure.  Partial, the 2007 document state as variety of southern structure.  Partial, the 2007 document structure.  Partial, the 2007 document state as variety of southern structure.  Partial, the 2007 document state as variety of southern structure.  Partial, the 2007 document state as variety of southern structure.  Partial, the 2007 document state as variety of southern structure.  Partial, the 2007 document state as variety of southern structure.  Partial, the 2007 document state as variety of southern structure.  Partial, the 2007 document structure.  2007 PI level Bit 3.72 the 3.4 polication structure structure.  2007 document structure structure structure structure.  2007 document structure structure structure st	2. Write pieces and deliver oral presentations that effectively use						
Yes, but the 2007 document separates writing and speaking into yes, but this 1997 expectation is separates writing and speaking into yarbous audiences of sentence structures and lengths.  Partial, the 2007 document tweeps the purpose broads to communicate while the 1997 document expects the purpose will drive decisions about sentence structure.  Partial, the 2007 document tweeps the purpose will drive decisions about sentence structure.  Partial, the 2007 document tweeps the purpose will drive decisions about sentence structure.  Partial, the 1997 document expects the purpose will drive decisions about sentence structure.  Partial, The language in the 2007 does not state informed or uninformed, sympathetic or or or occument states a variety of occument separates writing and speaking into occument states a variety of occument separates writing occurrent states a variety of occument separates writing occurrent states a variety of occument occurrent states a variety of occument separates writing occurrent states a variety of occurr						3-Application	3-Application
document spearates writing and speaking into Ves, but this 1997 expectation is spearate swriting and speaking into Ves, but this 1997 expectation is spearate continuate while the 1997 document keeps the purpose broad-to communicate while the 1997 document expects the purpose will drive decisions about sentence structure.  Partial, The language in the 2007 does not state informed or uninformed, sympathetic or hostile).  Partial, The language in the 2007 does not state informed or uninformed, sympathetic or hostile).  Partial, The language in the 2007 does not state informed or uninformed, sympathetic or document states a variety of document speaking into writing and speaking into writin	accompane ranguage to claimy, crimanice, and develop racaci	g				o ripplication	о принамен
document spearates writing and speaking into Ves, but this 1997 expectation is spearate swriting and speaking into Ves, but this 1997 expectation is spearate continuate while the 1997 document keeps the purpose broad-to communicate while the 1997 document expects the purpose will drive decisions about sentence structure.  Partial, The language in the 2007 does not state informed or uninformed, sympathetic or hostile).  Partial, The language in the 2007 does not state informed or uninformed, sympathetic or hostile).  Partial, The language in the 2007 does not state informed or uninformed, sympathetic or document states a variety of document speaking into writing and speaking into writin							
Swrite pieces and deliver oral presentations that include a variety of sentence structures and lengths.  Partial, somewhat implied but not specifically stated in the 2007 document states a variety of various audiences (e.g., informed or uninformed, sympathetic or hostile).  Yes, but the 2007 document states a variety of sundards.  Swifte pieces and deliver oral presentations that achieve distinct spurposes (e.g., to persuade, evaluate, analyze, defend).  Partial, The 1997 document has genates writing and speaking into the fleet of the transitional devices in order to change a situation or lower grade spening on the 2007 document tastes and state or the purpose will drive decisions about sentence structure.  Partial, the 2007 document expects the purpose will drive decisions about sentence structure.  Span Plevel D1  Application  Applicati							
and speaking into Pose and deliver oral presentations that include a variety of sentence structures and lengths.  Partial, somewhat implied but not specifically stated in the purpose will drive decisions about sentence structure.  Partial, The language in the 2007 partial, The language in the 2007 document states a variety of audiences.  4. Write pieces and deliver oral presentations that are targeted for sarrious audiences (e.g., informed or uninformed, sympathetic or hostile).  Partial, The language in the 2007 document states a variety of audiences.  Yes, but the 2007 document states a variety of audiences.  Yes, but the 2007 document states a variety of audiences.  Yes, but the 2007 document states a variety of audiences.  Yes, but the 2007 document states a variety of audiences.  Yes, but the 2007 document states a variety of audiences.  Yes, but the 2007 document states a variety of audiences.  Yes, but the 2007 document speaking pl focuses on the delivery of the information than on its spantage on the delivery of the information than on its spantage on the delivery of the information than on its spantage on the delivery of the information than on its spantage on the delivery of the information than on its spantage on the delivery of the information than on its spantage on the delivery of the information than on its spantage on the delivery of the information than on its spantage on the delivery of the information than on its spantage on the delivery of the information than on its spantage on the delivery of the information than on its spantage on the delivery of the information than on its spantage on the delivery of the information than on its spantage on the delivery of the information than on its spantage on the delivery of the information than on its spantage on the delivery of the information than on its spantage on the delivery of the information than on its spantage on the delivery of the information than on its spantage on the delivery of the information than on its spantage on the delivery of th							
a. Write pieces and deliver oral presentations that include a variety of sentence structures and lengths.  Partial, somewhat implied but not year possibility.  A. Write pieces and deliver oral presentations that are targeted for various audiences (e.g., informed or uninformed, sympathetic or hostile).  Partial, The language in the 2007 document.  Partial, The language in the 2007 document states a variety of addiences.  Partial, The language in the 2007 document states a variety of addiences.  Partial, The language in the 2007 document states a variety of addiences.  Partial, The language in the 2007 document states a variety of addiences.  Partial, The language in the 2007 document states a variety of addiences.  Partial, The language in the 2007 document states a variety of addiences.  Partial, The language in the 2007 document states a variety of addiences.  Partial, The language in the 2007 document states a variety of addiences.  2007 PI level B1  Partial, The language in the 2007 document states a variety of addiences.  2007 PI level B1  Partial, The language in the 2007 document states a variety of addiences.  2007 PI level B1  Partial, The 2007 document states a variety of addiences.  2007 PI level B1  Partial, The 2007 document states a variety of addiences.  2007 PI level B1  Partial, The 2007 document states a variety of addiences.  2007 PI level B1  Partial, The 2007 document states a variety of addiences.  2007 PI level B1  Partial, The 2007 document states a variety of addiences.  2007 PI level B1  Partial, The 2007 document states a variety of addiences.  2007 PI level B1  Partial, The 2007 document states a variety of addiences.  2007 PI level B1  Partial, The 2007 document states a variety of addiences.  2007 PI level B1  Partial, The 2007 document states a variety of addiences.  2007 PI level B1  Partial, The 2007 document states a variety of addiences.  2007 PI level B1  Partial, The 2007 document states a variety of addiences.  2007 PI level B1  Partial, The 2007 document states a variety of							
standards. span. structure. Span PI level D1 document. 3.Application 3.A	O W. St. Committee of the Committee of t						
Partial, somewhat somewhat sudiences (e.g., informed or uninformed, sympathetic or hostile).  Partial, The language in the 2007 document language	· · · · · · · · · · · · · · · · · · ·						
somewhat warious audiences (e.g., informed or uninformed, sympathetic or hostile).  A. Write pieces and deliver oral presentations that are targeted for specifically sated in the 2007 document speaking into speaking purposes (e.g., to persuade, evaluate, analyze, defend).  A. Write pieces and deliver oral presentations that achieve distinct purposes (e.g., to persuade, evaluate, analyze, defend).  A. Write pieces and deliver oral presentations that achieve distinct purposes (e.g., to persuade, evaluate, analyze, defend).  A. Write pieces and deliver oral presentations that achieve distinct purposes (e.g., to persuade, evaluate, analyze, defend).  A. Write pieces and deliver oral presentations that achieve distinct purposes (e.g., to persuade, evaluate, analyze, defend).  A. Write pieces and deliver oral presentations that achieve distinct purposes (e.g., to persuade, evaluate, analyze, defend).  A. Write pieces and deliver oral presentations that achieve distinct purposes.  A. Write pieces and deliver oral presentations that effectively employ explicit transitional devices in order to change a situation or lower grade of the transitional devices in order to change a situation or lower grade of the transitional devices or location and specifically about the effect of the transitional devices or location and specifically about the effect of the transitional devices in order to change a situation or lower grade or location and specifically about the effect of the transitional devices or location and specifically about the effect of the transitional devices in order to change a situation or location and specifically about the effect of the transitional devices or location and specifically about the effect of the transitional devices or location and specifically about the effect of the transitional devices or location and specifically about the effect of the properties as a variety of partial, The 2007 document speaking into an expectation is a specifically about the effect of the properties as a variety of partial,	of sentence structures and lengths.	standards. span.	structure.	Span PI level D1	document.	3-Application	3-Application
somewhat warious audiences (e.g., informed or uninformed, sympathetic or hostile).  A. Write pieces and deliver oral presentations that are targeted for specifically sated in the 2007 document speaking into speaking purposes (e.g., to persuade, evaluate, analyze, defend).  A. Write pieces and deliver oral presentations that achieve distinct purposes (e.g., to persuade, evaluate, analyze, defend).  A. Write pieces and deliver oral presentations that achieve distinct purposes (e.g., to persuade, evaluate, analyze, defend).  A. Write pieces and deliver oral presentations that achieve distinct purposes (e.g., to persuade, evaluate, analyze, defend).  A. Write pieces and deliver oral presentations that achieve distinct purposes (e.g., to persuade, evaluate, analyze, defend).  A. Write pieces and deliver oral presentations that achieve distinct purposes (e.g., to persuade, evaluate, analyze, defend).  A. Write pieces and deliver oral presentations that achieve distinct purposes.  A. Write pieces and deliver oral presentations that effectively employ explicit transitional devices in order to change a situation or lower grade of the transitional devices in order to change a situation or lower grade of the transitional devices or location and specifically about the effect of the transitional devices or location and specifically about the effect of the transitional devices in order to change a situation or lower grade or location and specifically about the effect of the transitional devices or location and specifically about the effect of the transitional devices in order to change a situation or location and specifically about the effect of the transitional devices or location and specifically about the effect of the transitional devices or location and specifically about the effect of the transitional devices or location and specifically about the effect of the properties as a variety of partial, The 2007 document speaking into an expectation is a specifically about the effect of the properties as a variety of partial,		Partial					
4. Write pieces and deliver oral presentations that are targeted for various audiences (e.g., informed or uninformed, sympathetic or hostile).  Partial, The language in the 2007 document states a variety of audiences.  Partial, The language in the 2007 document states a variety of audiences.  Partial, The language in the 2007 document states a variety of audiences.  Partial, The language in the 2007 document states a variety of audiences.  Partial, The language in the 2007 document states a variety of audiences.  Partial, The 2007 document embedded in the practices and deliver oral presentations that achieve distinct purposes (e.g., to persuade, evaluate, analyze, defend).  Partial, The 1997 document has a variety of audiences.  Partial, The 2007 document speaking PI focuses more on the delivery of the information than on its contents.  Partial, The 2007 document speaking PI focuses more on the delivery of the information than on its contents.  Partial, The 1997 document has a greater specificity about the effect of the transitional devices in order to change a situation or lower grade employ explicit transitional devices in order to change a situation or lower grade in the 2007 document states a variety of audiences.  Partial, The 1997 document has a greater specificity about the effect of the transitional devices in order to change a situation or lower grade in the 2007 document devices and deliver or all presentations that effectively employ explicit transitional devices in order to change a situation or lower grade in the 2007 document the sample of audiences.  Partial, The 1997 document has a variety of audiences.  Partial, The 1997 document does not devote a PI in the 2007 document the effect of the transitional devices and deliver or la presentations that effectively employ explicit transitional devices in order to change a situation or lower grade in the 2007 document the link and present the 2007 document the employ explicit transitional devices and deliver or la presentation is 3-Application is 9-12 t					No. In 2007 the		<b> </b>
4. Write pieces and deliver oral presentations that are targeted for hostile).  Partial, The language in the 2007 docs not state in the stated							<b> </b>
various audiences (e.g., informed or uninformed, sympathetic or bottlie as examples of audiences.  Ves. but the 2007 document speaking into separates writing and speaking into purposes (e.g., to persuade, evaluate, analyze, defend).  Ves. but the 2007 document sexpect and deliver oral presentations that achieve distinct purposes.  Ves. but the 2007 document sexpect and speaking into purposes (e.g., to persuade, evaluate, analyze, defend).  Ves. but the 2007 document sexpect and speaking into separates writing and speaking into purposes.  Ves. both documents expect and speaking into separates content demostrations to achieve distinct purposes.  Ves. both documents expect and speaking into purposes (e.g., to persuade, evaluate, analyze, defend).  Ves. but the 2007 document speaking PI focuses spearate content demostrations to achieve distinct purposes.  Ves. both documents expect and speaking into purposes in order to change a situation or lower grade  Ves. both documents expect and speaking into purposes in order to change a situation or lower grade  Ves. but the 2007 document speaking PI focuses and deliver oral presentations that effectively employ explicit transitional devices in order to change a situation or lower grade  Ves. both documents expect and speaking into writing and speaking into purposes.  Ves. but at a grade speaking into writing and speaking into purposes.  Ves. but the 2007 document speaking PI focuses and deliver or of the information than on its contents.  Ves. but the 2007 document speaking PI focuses and deliver or of the information than on its contents.  Ves. but the 2007 document speaking PI focuses and deliver or of the information than on its contents.  Ves. but the 2007 document speaking PI focuses and their descriptors B1, B2, B3a, B4a, B5a-c, B9-12.  Ver. but the 4007 document speaking PI focuses and their descriptors B1, B2, B3a, B4a, B5a-c, B9-12.  Ver. but the 4007 document than on its contents and their descriptors B1, B2, B3a, B4a, B5a-c, B9-12.  Ver. but the 4007 document th	4. Write pieces and deliver oral presentations that are targeted for		Partial. The language in the 2007 does not state				<b> </b>
hostile).  2007 document.  yes, but the 2007 document separate swriting and speaking into writing and speaking purposes (e.g., to persuade, evaluate, analyze, defend).  2007 document separate swriting and speaking into writing and speaking purposes.  Partial, The 2007 document speaking PI focuses more on the delivery of the information than on its contents.  Partial, The 2007 document speaking PI focuses more on the delivery of the information than on its contents.  Partial, The 2007 document speaking PI focuses more on the delivery of the information than on its contents.  Partial, The 2007 document speaking PI focuses more on the delivery of the information than on its contents.  Partial, The 1997 document has greater specificity about the effect employ explicit transitional devices in order to change a situation of lower grade  2007 document embedded in the PIs and their descriptors B1, B2, configuration is 9-D rather than 9-12 plus the expectation is a greater specificity about the effect of the transitional devices Partial, The 2007 document does not devote a PI  2007 9-D Grade Span Descriptor level B2b, 6-8 Grade Span 6-8 Grade Span 6-8 Grade Span 6-8 span language sp	various audiences (e.g., informed or uninformed, sympathetic or						<b> </b>
Yes, but the 2007 document spearates writing and speaking into writing and speaking into purposes (e.g., to persuade, evaluate, analyze, defend).  Yes, but the 2007 document speaking Pl focuses sparate content standards.  Yes, both documents expect and deliver oral presentations that achieve distinct purposes (e.g., to persuade, evaluate, analyze, defend).  Yes, but the 2007 document speaking Pl focuses more on the delivery of the information than on its sandards.  Partial, The 2007 document speaking Pl focuses more on the delivery of the information than on its contents.  Partial, The 2007 document speaking Pl focuses more on the delivery of the information than on its contents.  Partial, The 2007 document speaking Pl focuses more on the delivery of the information than on its contents.  Partial, The 2007 document speaking Pl focuses more on the delivery of the information than on its contents.  Partial, The 2007 document speaking Pl focuses more on the delivery of the information than on its contents.  Partial, The 2007 document speaking Pl focuses more on the delivery of the information than on its contents.  Partial, The 2007 document speaking Pl focuses more on the delivery of the information than on its contents.  Partial, The 2007 document speaking Pl focuses more on the delivery of the information than on its contents.  Partial, The 2007 document speaking Pl focuses more on the delivery of the information than on its contents.  Partial, The 2007 document speaking Pl focuses more on the delivery of the information than on its contents.  Partial, The 2007 document does not devote a Pl focuse speaking Pl focuses and deliver the speaking Pl focuses.  Partial, The 2007 document speaking Pl focuses.  Partial, The 2007 do				2007 PI level B1		3-Application	3-Application
document separates writing speaking into great purposes (e.g., to persuade, evaluate, analyze, defend).  Yes, both documents expect and deliver oral presentations that achieve distinct purposes (e.g., to persuade, evaluate, analyze, defend).  Yes, both documents expect and speaking into greater some on the delivery of the information than on its contents.  Partial, The 2007 document speaking PI focuses more on the delivery of the information than on its contents.  Partial, The 2007 document speaking PI focuses more on the delivery of the information than on its contents.  Baa-b,B4a, B5a-c, E2,E2d  No,In the 2007 document the grade span configuration is 9-D rather than endinguration is	/						
document separates writing speaking into great purposes (e.g., to persuade, evaluate, analyze, defend).  Yes, both documents expect and deliver oral presentations that achieve distinct purposes (e.g., to persuade, evaluate, analyze, defend).  Yes, both documents expect and speaking into greater some on the delivery of the information than on its contents.  Partial, The 2007 document speaking PI focuses more on the delivery of the information than on its contents.  Partial, The 2007 document speaking PI focuses more on the delivery of the information than on its contents.  Baa-b,B4a, B5a-c, E2,E2d  No,In the 2007 document the grade span configuration is 9-D rather than endinguration is							<b> </b>
separates writing and speaking into purposes (e.g., to persuade, evaluate, analyze, defend).  Separate swriting and speaking into purposes (e.g., to persuade, evaluate, analyze, defend).  Separate contents standards.  Separate swriting and speaking into demonstrations to achieve distinct purposes (e.g., to persuade, evaluate, analyze, defend).  Separate contents speaking PI focuses more on the delivery of the information than on its contents.  Separate swriting and speaking into writing and speaking into word of the delivery of the information than on its contents.  Separate swriting and speaking into writing and speaking into word of the delivery of the information than on its contents.  Partial, The 2007 document speaking PI focuses more on the delivery of the information than on its contents.  Separate swriting descriptors B1, B2, configuration is 39-D rather than 9-12.  Levels 3-6  Levels 3-6  Levels 3-6  Levels 3-6  Separate syniting descriptor ship and their descriptors and descriptors and speaking PI focuses more on the delivery of the information than on its contents.  Separate contents speaking PI focuses more on the delivery of the information than on its contents.  Separate contents speaking PI focuses more on the delivery of the information than on its contents.  Separate contents descriptors and descriptors that each part and speaking PI focuses more on the delivery of the information than on its contents.  Separate contents descriptor and descriptors that provide and sevents and		7					<b> </b>
and speaking into separate content standards.  S. Write pieces and deliver oral presentations that achieve distinct purposes (e.g., to persuade, evaluate, analyze, defend).  And speaking into separate content standards.  Separate content standards.  Partial, The 2007 document speaking PI focuses more on the delivery of the information than on its contents.  Partial, The 2007 document speaking PI focuses more on the delivery of the information than on its contents.  Partial, The 2007 document speaking PI focuses more on the delivery of the information than on its contents.  Partial, The 2007 document speaking PI focuses more on the delivery of the information than on its contents.  Partial, The 2007 document speaking PI focuses more on the delivery of the information than on its contents.  Partial, The 2007 document speaking PI focuses more on the delivery of the information than on its contents.  Partial, The 2007 document speaking PI focuses more on the delivery of the information than on its contents.  Partial, The 2007 document speaking PI focuses more on the delivery of the information than on its contents.  Partial, The 2007 document speaking PI focuses more on the delivery of the information than on its contents.  Partial, The 2007 document speaking PI focuses more on the delivery of the information than on its contents.  Partial, The 2007 document speaking PI focuses more on the delivery of the information than on its contents.  Partial, The 2007 document speaking PI focuses more on the delivery of the information than on its contents.  Partial, The 2007 document speaking PI focuses more on the delivery of the information than on its contents.  Partial, The 2007 document speaking PI focuses more on the delivery of the information than on its contents.  Partial, The 2007 document speaking PI focuses more on the delivery of the information than on its contents.  Partial, The 2007 document speaking PI focuses more on the descriptors Partial, The 2007 document speaking PI focuses.  Partial, The 2007 document							
5. Write pieces and deliver oral presentations that achieve distinct purposes (e.g., to persuade, evaluate, analyze, defend).  Separate content standards.  Separate standards.  Separate content standards.  Separate cont							<b> </b>
purposes (e.g., to persuade, evaluate, analyze, defend).  standards.  purposes.  contents.  E2,E2d  9-12.  Levels 3-6  No, In the 2007 document the grade span configuration is 9-D rather than 9-12 plus the expectation is 4-12 plus the 4-12 plus t	E Write pieces and deliver and prot-time that action in the state of the state						<b> </b>
No, In the 2007 document the grade span configuration is 9-D rather than 9-12 plus the expectation is 9-D rather than 9-12 plus the expectation is 8-D rather than 9-12 plus the expectation is 9-D rather than 9-12 plus the 9-D rather than 9-12 plu	· · · · · · · · · · · · · · · · · · ·	·	*				[
6. Write pieces and deliver oral presentations that effectively employ explicit transitional devices in order to change a situation or	purposes (e.g., to persuade, evaluate, analyze, defend).	standards. purposes.	contents.	E2,E2d	9-12.	Levels 3-6	Levels 3-6
6. Write pieces and deliver oral presentations that effectively employ explicit transitional devices in order to change a situation or							<b> </b>
G. Write pieces and deliver oral presentations that effectively employ explicit transitional devices in order to change a situation or lower grade  Sync grade span configuration is 9-D rather than 9-12 plus the expectation is 2007 9-D Grade Span 3-12 plus the expectation is 3-12 plus the expectation is 3-12 plus the 4-Span Descriptor 3-12 plus the 4-Span Descripto					No,In the 2007		<b> </b>
Configuration is 9-D rather than 9-12 plus the expectation is 8-D rather than 9-D rather t					document the		<b> </b>
6. Write pieces and deliver oral presentations that effectively employ explicit transitional devices in order to change a situation or					grade span		<b> </b>
9-12 plus the expectation is Span Descriptor level B2b, 6-8 employ explicit transitional devices in order to change a situation or level and the description of the transitional devices of the transi							<b> </b>
Partial, The 1997 document has greater specificity about the effect employ explicit transitional devices in order to change a situation or lower grade employ explicit was a lower grade employ explicit transitional devices in order to change a situation or lower grade employ explicit was a lower grade employ explicit transitional devices in order to change a situation or lower grade lower grade expectation is also articulated in the 6-8 grade employ explicit transitional devices in order to change a situation or lower grade employ explicit transitional devices in order to change a situation or lower grade employ explicit transitional devices in order to change a situation or lower grade employ explicit transitional devices in order to change a situation or lower grade employ explicit transitional devices in order to change a situation or lower grade employ explicit transitional devices in order to change a situation or lower grade employ explicit transitional devices employee employee employee employee explicit transitional devices in order to change a situation or lower grade employee employ							<b> </b>
6. Write pieces and deliver oral presentations that effectively  Yes, but at a employ explicit transitional devices in order to change a situation or lower grade  Partial, The 1997 document has greater specificity about the effect of the transitional devices  Partial, The 1997 document has greater specificity about the effect of the transitional devices  Partial, The 1997 document has greater specificity about the effect of the transitional devices  Partial, The 2007 document does not devote a PI  Grade Span 6-8 span language							<b> </b>
6. Write pieces and deliver oral presentations that effectively  Yes, but at a greater specificity about the effect employ explicit transitional devices in order to change a situation or lower grade  Yes, but at a greater specificity about the effect of the transitional devices  Partial, The 2007 document does not devote a PI  Grade Span 6-8 in the 6-8 grade partial, The 2007 document does not devote a PI							<b> </b>
employ explicit transitional devices in order to change a situation or lower grade of the transitional devices Partial, The 2007 document does not devote a PI Grade Span 6-8 span language	6 Write pieces and deliver and presentations that effectively	*					<b> </b>
	· · · · · · · · · · · · · · · · · · ·						<b> </b>
to move the reader/listener through the piece.   span.   employed.   solely to transitional devices.   D1a   descriptor.   3-Application   3-Application		ů .					<b> </b>
	to move the reader/listener through the piece.	span. employed.	solely to transitional devices.	рта	aescriptor.	3-Application	3-Application

Write pieces and deliver oral presentations in which the organization of the work follows from the purpose.	Partial, It is implied in the mode identified and embedded in the language of the descriptors in the 2007 document.	Yes	Partial, The 2007 document offers much greater specifity about the organization of the writing within each mode of writing.	2007 PI and descriptor level B3b and B4a	No, In the 2007 document the grade span configuration is 9-D rather than 9-12.	3-Application	Levels 3-5
Write pieces and deliver oral presentations in a personal style, with a discernible voice and effective wording.	Partial, With the exception of effective wording,compon ents can be found explicitly stated in the 2007 document.	Partial, The 2007 document speaking PI does not articulate discernable voice, effective wording, or personal style.	Partial, The components placement in the 2007 document was conscious.	2007Grade Span 9-D: Personal style B1; Discernible voice B1b, B2a	No, In the 2007 document the grade span configuration is 9-D rather than 9-12.	Levles 3-5	Levels 3-5
Write essays and deliver oral presentations that reliably support and provide details for the explicitly stated generalizations.	Partial, the 2007 document separates writing and speaking into two separate content standards. The speaking PI focuses more on delivery than content.	Partial	Partial, The 1997 language is somewhat vague and does not identify the mode of writing.	2007 PI level B2a- b and B3a	No, In the 2007 document the grade span configuration is 9-D rather than 9-12.	Level 3-5	Levels 3-5
10. Make effective use of a variety of techniques to provide supporting detail (e.g., analogies, anecdotes, illustrations, detailed descriptions, restatements, paraphrases, examples, comparisons) in written work and oral presentations.	Partial, the 1997 language is unclear about the mode of writing,	Many of these techniques would apply to the 2007 persuasive expository writing.	Partial, the 1997 language is unclear how the supporting detail will achieve the intended purpose.	2007 9-D B4a	No, In the 2007 document the grade span configuration is 9-D rather than 9-12.	3-Application	Levels 3-6
11. Make effective use of a variety of techniques for introducing and representing ideas and insights in written work and oral presentations.	Partial, The 1997 PI is so broad it is implied in most of the writing PIs and descriptors of 2007.	Partial, the concept is more defined within each mode of writing in 2007.	Partial, Embedded and articulated in each 2007 writing Pl and its descriptors are the specifics about techniques used to introduce and represent ideas and insights.	2007 PIs and descriptors B2a-b, B3 a-b, B4a	No, In 2007 the grade span configuration is 9-D rather than 9-12.	3-Application	Levels 3-6
H. RESEARCH-RELATED WRITING AND SPEAKING							
Students will work, write, and speak effectively in connection with research in all content areas. Research involves generating ideas and posing questions. It includes gathering, evaluating, and synthesizing data from a variety of sources (e.g., print, nonprint, and electronic texts, examination of artifacts, interviews with people). Researching and reporting use a variety of informational and technological resources to gather and synthesize information and to create and communicate knowledge.	Yes	Yes	The 2007 leaves the specificity to the PI and its descriptors.	2007 Content Standard level	Since the connection is at the content standard level, the expectation applies across all the grades spans.	Levels 1-6	Levels 1-6
ELEMENTARY GRADES Pre-K-2		Partial, The 2007 document		2007 Grade Span			
Develop a search strategy which uses appropriate and available resources.	Yes	places more emphasis on gathering information than on developing a search strategy.	Partial, The 2007 document defines appropriate resources as specific for a purpose and at the appropriate reading level.	PK-2 PI and descriptor level C1a-b	Yes	3-Application	Levesl 2-3
Formulate questions to ask when gathering information.	Yes, but at a higher grade span.	Yes, for older students.	No, In the 2007 document, the PK-2 expectation is to answer questions not develop them. Partial, The 2007 document adds the expectation that	3-5 PI C1	No, 2007 Grade Span 3-5	4-Analysis	Levels 2,3
Record and share information gathered.	Yes	Yes	the information is collected, organized, and shared using oral and visual examples.	PK-2 PI and descriptors C1b-d	Yes	3-Application	Levels 2-5

	II.	Т.	T	1	I	I.	T
ELEMENTARY OR AREO O							
ELEMENTARY GRADES 3-4							
	Partial, It is unclear if there is a responsibility for the student to develop the		Partial, The 2007 document expects students to		No, In the 2007 document, the grade span configuration is 3-5 rather than		
Ask and seek answers to questions.	questions.	questions.	create, identify and answer research questions.	PI	3-4.	Possibly 2-4	Levels 2-4
Use print and non-print resources (e.g., encyclopedias, dictionaries, people, indexes) to gather information on research topics.	Yes	Yes, using print and non-print sources.	Close	2007 3-5 Research PI	No, In the 2007 document, the grade span configuration is 3-5 rather than 3-4.	3-Application	Levels 2-5
Present information obtained from research in a way that combines various forms of information (e.g., maps, charts, photos).	Yes	Yes	Close, The 1997 document provides examples of print and non-print media.	2007 3-5 Research PI and its descriptor C1d	No, In the 2007 document, the grade span configuration is 3-5 rather than 3-4.	Levels 2-5	Levels 2-5
Distinguish between facts encountered in documents, narratives, and other sources and the generalizations or interpretations a person draws concerning those facts.	document focuses on distinguishing between facts and opinions at the 3-5 grade span.	Partial, The 2007 document also develops students' ability to draw conclusions about ideas as they are presented in the text.	Partial, The 2007 has a different progression of skill development.	2007 Reading Informational Texts Grade 4 A3d and Grade 5 A3d	No, In the 2007 document, the grade span configuration is 3-5 rather than 3-4.	4-Analysis	
Demonstrate initial understanding of how to cite sources.	Yes	Yes, the prevention of plagiarism	Close, The 2007 document ties the understanding of plagiarism to appropriate citation.	2007 Research descriptor C1e	No, In the 2007 document, the grade span configuration is 3-5 rather than 3-4.	3-Application	3-Application
MIDDLE GRADES 5-8							
Collect and synthesize data for research topics from interviews and field work, using notetaking and other appropriate strategies.	Partial, The 2007 document does not limit the scope of the research at the PI level.	Partial, Both documents expect the collection and use of information	Partial, Where the documents differ is in the degree of application of the information.	2007 6-8 Research descriptor C1c-g	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 3,5	Levels 3-6
Separate information collected for research topics into major components based on relevant criteria.	Partial, The 2007 document places no restrictions on how the information is organized.	Partial, Both documents expect information that is collected to be organized.	Partial, In the 1997 document, it is unclear what is meant by components.	2007 6-8 Grade Span Research descriptor C1c	No, In the 2007 document, the grade span configuration is 6-8 not 5-8.	4-Analysis	Levels 3,4
3. Create bibliographies.	Yes	Yes	Yes	2007 6-8 Grade Span Research descriptor C1c	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	3-Application	3-Application
Use available catalogs to locate materials for research reports.	Partial, The 2007 document places no restrictions on how the information or materials are located.	Yes, Both documents are expecting information or materials will be located.	Partial, With ever-evolving technology and tools, the 2007 document did not place any limits to what tools, strategies, methods, etc. would be used to locate information.	6-8 Research	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	3-Application	3-Application

<b></b>	ı	1		1	1	1	T
Use indexes to periodical literature to locate information for research.	Partial, The 2007 document places no restrictions on how the information or materials are located.	Yes, Both documents are expecting information or materials will be located.	Partial, With ever-evolving technology and tools, the 2007 document did not place any limits to what tools, strategies, methods, etc. would be used to locate information.	2007 Grade Span 6-8 Research descriptor C1b	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	3-Application	3-Application
Use magazines, newspapers, dictionaries, journals, and other print sources to gather information for research topics.	Yes, both documents expect print sources will be used.	Yes	Close, The 2007 document leaves the definition of print sources to the responsibility of the glossary.	2007 Grade Span 6-8 Research PI C1	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	3-Application	Levels 3-5
Use search engines and other Internet resources to collect information for research topics.	Partial, the 2007 document places no restrictions on how the information is collected.	Yes, Both documents expect information to be collected.	Partial, With ever-evolving technology and tools, the 2007 document did not place any limits to what tools, strategies, methods, etc. would be used to collect information.	2007 Grade Span 6-8 Research PI C1	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	3-Application	Levels 3-5
Make limited but effective use of primary sources when researching topics.	Partial, the 2007 document places no limit on the use of primary sources.	Partial, What differs is the extent of the use of primary sources.	Partial, The 2007 document expects a wide variety of primary sources will be used in research.	2007 Grade Span 6-8 Research PI C1	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	3-Application	Levels 3-5
Explain the importance of primary sources in evaluating the validity and reliability of collected information.	Partial, The 2007 does not require an explanation of the importance of primary sources in determining credibility of collected information.	Partial, The need to evaluate the credibility of information is recognized in both documents.	Partial, The difference between the two documents is the 2007 document expects students to evaluate the credibility of informatin found in print and non-print media, to actual evaluate and not just be aware of the importance of evaluating information.	2007 Grade Span 6-8 descriptor C1e	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	2-Comprehend	6-Evaluation
Demonstrate initial understanding of proper attribution (e.g., footnotes).	Yes, but at a higher grade span.	Yes	The 2007 9-D descriptor is more focused on maintaining the flow of ideas when citing a source and does not limit the citation to footnotes.	2007 9-D C1e	No, This expectation is found at the 9-D grade span rather than 6-8.		5-Synthesis
SECONDARY GRADES							
Develop an appropriate strategy for finding information on a particular topic.	Partial, the 2007 document opens up the research to broader inquiry.	Partial, The 2007 document is more focused on the research method suiting the purpose of the inquiry.	Partial, The 1997 document limits the focus to research on a particular topic.	2007 9-D C1a	No, In the 2007 document, the grade span configuration is 9-D rather than 9-12.	Unclear 3 or 5	4-Analysis
Use referencing while doing research.	Yes	Yes	Partial, The 2007 expands to the foundational reasoning for referencing, the ethical use of someone's intellectual property.	2007 9-D C1f	No, In the 2007 document, the grade span configuration is 9-D rather than 9-12.	3-Application	3-Application
Record significant information from events attended and interviews conducted.	Yes, but at a lower grade spans	Yes, the doucmentation of information	Partial, The 2007 Grade Span 3-5 descriptor expects beyond collecting and evaluating, the information will also be organized for a specific purpose.		No, The expectation can be found at the 3-5 and 6-8 grade spans in the 2007 document.	3-Application	Levels 3-4

Identify and use library information services.		Yes, Both documents expect information to be collected.	Partial, With ever-evolving technology and tools, the 2007 document does not place any limits to what tools, strategies, methods, etc. would be used to collect information.	2007 9-D descriptor C1a	No, In the 2007 document, the grade span configuration is 9-D rather than 9-12.	3-Application	4-Analysis
Use government publications, in-depth field studies, and almanacs for research.		Yes, Both documents expect information to be collected.	Partial, With ever-evolving technology and tools, the 2007 document does not place any limits to what tools, strategies, methods, etc. would be used to collect information.	2007 9-D descriptor C1a	No, In the 2007 document, the grade span configuration is 9-D rather than 9-12.	3-Application	4-Analysis
Use CD-ROM, microfiche, and similar resource media for research.	Partial, the 2007 document places no restrictions on how the information is collected.	Yes, Both documents expect information to be collected.	Partial, With ever-evolving technology and tools, the 2007 document does not place any limits to what tools, strategies, methods, etc. would be used to collect information.	2007 9-D descriptor C1a	No, In the 2007 document, the grade span configuration is 9-D rather than 9-12.	3-Application	4-Analysis
7. Identify and use a variety of news sources (e.g., newspapers, magazines, broadcast and recorded media, artifacts), informants, and other likely sources for research purposes.	Partial, the 2007 document places no restrictions on how the information is collected.	Yes, Both documents expect information to be collected.	Partial, With ever-evolving technology and tools, the 2007 document does not place any limits to what tools, strategies, methods, etc. would be used to collect information.	2007 9-D descriptor C1a	No, In the 2007 document, the grade span configuration is 9-D rather than 9-12.	3-Application	4-Analysis
Use search engines and other Internet resources to do research		Yes, Both documents expect information to be collected.	Partial, With ever-evolving technology and tools, the 2007 document does not place any limits to what tools, strategies, methods, etc. would be used to collect information.	2007 9-D descriptor C1a	No, In the 2007 document, the grade span configuration is 9-D rather than 9-12.	3-Application	4-Analysis
Make extensive use of primary sources when researching a topic and carefully evaluate the motives and perspectives of the authors.		Yes	Partial, the 2007 document applies this expectation both primary and secondary sources.	2007 Grade Span 6-8 descriptor C1e	No, It is found in the 6-8 grade span rather than 9-D.	Levels 3,4,6	Levels 4,6
Analyze the validity and weigh the reliability of primary information sources and make appropriate use of such information for research purposes.		Yes, both documents expect information to be analyzed for credibility.	Partial, The 1997 PI expects once credibility of the information is established that the information will be used appropriately for research purposes.	2007 Grade Span 6-8 descriptor C1e	No, It is found in the 6-8 grade span rather than 9-D.	Levels 3,4,6	Levels 4,6
11. Evaluate information for accuracy, currency, and possible bias.	Partial, Implied when evaluating the credibility of a source.	Yes	The 1997 PI is subsumed in the 2007 descriptor's language.	2007 Grade Span 6-8 descriptor C1e	No, It is found in the 6-8 grade span rather than 9-D.	Level 6	Levels 4,6
Report orally, using a variety of technological resources to present the results of a research project.	Yes	Yes	Partial, the 2007 descriptor extends the expectation that the choice in media is relevant to the audience and purpose and that the media extends and supports the oral, written, and visual communication.	2007 Grade Span 9-D descriptor C1d	No, In the 2007 document, the grade span configuration is 9-D rather than 9-12.	3-Application	Levels 3, 5
Standarda Bla Daggrintera NOT formal is 1007							
Standards, Pls, Descriptors NOT found in 1997 document	32						
% increase or decrease # of Standards	Decrease 25%						
70 moreage of decrease # of otalidards	20010400 2070						
% increase or decrease # of Performance Indicators	Decrease 93%						
maiou.oro	_ 30.0000 0070			1	1	1	